



## **BOOK OF ABSTRACTS**

**9<sup>th</sup> annual conference hosted by the Faculty of Education,  
University of the Western Cape**

**Education in Transition: Challenges and Opportunities**



# **BOOK OF ABSTRACTS**

## **Conference date**

26–28 October 2022

## **Venue**

Two Oceans Aquarium  
Conference Centre, V&A Waterfront, Cape Town

## MESSAGE: PROFESSOR MAUREEN ROBINSON, SAERA PRESIDENT



### Dear Delegates

On behalf of the executive of the South African Education Research Association, I welcome you warmly to the 2022 conference in the beautiful city of Cape Town. This annual conference has now been held for nine years and has grown to become, what we believe to be, the premier gathering of educational researchers in the country. It has been a space of vibrant debate, where colleagues from across the country share their work in the public domain.

These contributions take the form of individual papers, symposia, keynote addresses and panel discussions. Central to these activities are our Special Interest Groups (SIGs), where academics cohere around common themes of interest. A key goal of SAERA is to build the next generation of educational researchers and we encourage you to support the sessions presented by postgraduate students. This year is the first time that the conference is offered in hybrid mode, with some delegates being here in person, and others online. We salute the committee that has had to manage this complex organisational and technical challenge, and trust that the different modes will allow for dynamic engagement.

Finally, my thanks to the local organising committee at UWC for the months of preparation for this conference. Your cool heads, constant attention to detail, and commitment to quality are most appreciated. Let's enjoy the deliberations!

**Maureen Robinson**  
**SAERA President**

## MESSAGE: PROF RAJENDRAN GOVENDER, DEAN OF EDUCATION, UWC



### Dear SAERA conference delegates

The COVID-19 experience has fast-tracked the use of digital technologies in learning, teaching, and research activities on a global scale. The hybrid delivery mode has gained momentum within the higher education landscape. Hence, we at the University of Western Cape are excited for you to join us for the 9th annual SAERA conference in person or virtually.

I would like to thank you for allowing us, the UWC Faculty Education, to host this kind of conference pivoted on a unique theme, which is relevant to all higher education institutions locally, nationally, and internationally. Attending this higher education conference will provide an opportunity to network and share thoughts on recent advances with other academics and experts in the same or similar fields. Cognisant of our roots and past experiences, we firmly believe that to get where we need to be as a nation, we must deal appropriately with the challenges and opportunities facing higher education in transition with speed and agility. However, for success to be real, there can be no compromise on the aspiration to excellence. We need to tone up our whole higher education system so that no student or academic is left feeling that second rate is good enough. South Africa needs the best from all its universities and UWC remains committed to working with ALL its sister institutions towards realising the full potential of our people; and building a sustained academic network in Africa and globally. In this respect, I am proud of the many accomplishments that our faculty, staff and students have achieved in the past years. We are building our capacity to have ever increasing impact in our schools and scholarly communities, and this translates into a strong foundation for growth and advancement in the years ahead.

As Dean of the Faculty of Education at UWC, I am honoured and proud to welcome you, my peers from the Higher Education community, to the conference, and look forward to your robust presentations and deliberations that will enable every delegate to create a customized experience and take away a treasure trove of knowledge. We invite you to inspire and get inspired. We invite you to network and share your experience. We invite you to be a part of a community that's shaping the future of education. I thank all our Local Organising Committee (LOC) members, led by Dr Karen Koopman, for the hard work that went into the planning, colleagues from the events and service departments of UWC, for the precious energy and hard work they were willing to give amidst their already full and busy work schedules, all reviewers of abstracts for investing their time and energy to support the presenters in getting their abstracts accepted for this conference, and putting together an enriching and dynamic programme.

Your time, commitment, and dedication in making this congress successful are dearly appreciated. I have no doubt that this SAERA CONFERENCE 2022 will be a memorable and fruitful event for all of us.

**Rajendran Govender**

**Dean of Faculty of Education, University of the Western Cape**

## MESSAGE: DR KAREN KOOPMAN, CHAIR OF THE LOC



### Dear Delegates

On behalf of the local organising committee (LOC) of the hosting university, the University of the Western Cape, we welcome you to the 2022 South African Education Research Association conference. This year the conference is held at a unique and spectacular venue that showcases the incredible marine life in the beautiful city of Cape Town, namely, the Two Oceans Aquarium Conference Centre situated at the Victoria and Alfred Waterfront.

The theme of the conference is: *Education in Transition – Challenges and Opportunities*. The conference invited papers on critical scholarly engagement about how education responds to an increasingly challenging and technologized world. It is envisaged that papers will offer answers to the broad question of: How do we address the challenges and embrace the opportunities facing education in South Africa today and in the future? The Keynote Speaker at this year's conference is Burtram Fielding. Professor Fielding is the Dean of the Faculty of Science at the University of the Western Cape. His presentation is titled: ***How COVID-19 shaped the way we did things: the Higher Education perspective***. We look forward to his notions on challenges and opportunities facing education in South Africa. Finally, the local organising committee invites you – dear delegate – to enjoy the first hybrid SAERA conference.

**Karen J. Koopman**  
**SAERA 2022 LOC Chairperson**

### ACKNOWLEDGEMENTS

SAERA acknowledges the funding made available by the ***National Institute for the Humanities and Social Sciences (NIHSS)*** in support of this conference, as well as the contribution of the ***University of the Western Cape***.

**We would also like to thank all the reviewers of abstracts – your assistance is greatly appreciated!**

## KEYNOTE ADDRESS SPEAKER: PROF BURTRAM FIELDING

***Title of presentation: How COVID-19 shaped the way we did things: The Higher Education perspective***



Professor Burtram C. Fielding is currently the Dean Faculty of Natural Sciences at the University of the Western Cape. Among other positions, he has previously served as the UWC Acting Deputy Vice-Chancellor (Research and Innovation), UWC Director Research Development (2018-2021), two terms as the inaugural chairperson of the UWC Animal Research Ethics and the Biomedical Research Ethics Committees, and a three-year term as the inaugural chairperson of Humanities and Social Sciences Research Ethics Committee. As a researcher, Professor Fielding is the principal investigator for the Molecular Biology and Virology Research Group in the Department of Medical Biosciences at UWC. A UWC alumnus, Professor Fielding's research focus has been in applied molecular biology in human health. Specifically, his main area of research is the molecular virology of human coronaviruses, although his lab is also involved in studying the molecular biology of medicinal plants as potential treatment for human diseases. Professor Fielding's interest in coronavirus was sparked in Singapore where, from 2003 to 2006, he was a research fellow in the Collaborative Anti-Viral Group at the acclaimed Institute of Molecular and Cell Biology (IMCB). At the IMCB, he studied the molecular biology of the first human Severe Acute Respiratory Syndrome (SARS) coronavirus, which broke out in Asia in 2003. Prof Fielding completed a MPhil (Management Coaching, *cum laude*) at the University of Stellenbosch Business School in 2019. A fervent believer that scholars have a role to play in society as public intellectuals, Professor Fielding has a passion for sharing COVID and SARS-CoV-2-related research with the public. To this end, during the pandemic he published several opinion pieces in the popular press; was interviewed and quoted in countless international magazines; and was interviewed on a host of continental and international television and radio channels. In South Africa, he did more than 500 media engagements, which includes radio, television and newspapers interactions. In addition, he appeared on various podcasts and did presentations to communities to discuss the COVID vaccine and other COVID-related matters. Prof Fielding was a National Science and Technology Forum-South 32 2021/2022 finalist in the Communication Awards category.

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## **ABSTRACTS IN ALPHABETICAL ORDER ACCORDING TO AUTHOR SURNAME**

### **KEY:**

F2F (I): In person individual presentation

F2F (P): In person panel presentation

F2F (A): In person Art-based presentation

OL (I): Online individual presentation OL (P): Online panel presentation

OL (A): Online Art-based presentation

## **ABSTRACTS**

### **CONFERENCE SUB-THEMES**

1. The role of information communication technology
2. Transformational social justice agendas
3. Mental health challenges due to the impact of the COVID-19 pandemic on education.
4. The nature and form of a decolonised curriculum
5. The changing spaces within which educational teaching, learning and research action are conducted
6. The appropriateness of the curriculum across transitioning contexts: from schooling to post-secondary education to spaces of employment
7. The relationship between education and employment and employability
8. Sexual inequality and injustice in education

**ABBASS, NAZEERAH SHEIK**  
Mauritius Institute of Education

***An analysis of challenges in programme design and development for sustained employability of educators: A case study [F2F (I)]***

This paper explores the trends, importance and quality implication of programme design and development in Higher Education Institutions (HEIs) in relation to the profusely discussed advent of Artificial Intelligence (AI) in professional development in scientific journals and other sources such as media. Thus, HEIs which, understandably, should be responsive to educational developments, transitions, constructive criticisms, transformative practices, employability preparedness are even more entitled to strategic decisions related to programme design and development. AI (or a lack of it) is a challenge to job markets at all levels of employability, as it creates an overpowering competition with the highest levels of human thinking and processes. Methodologically, information collected from questionnaires and interviews from Programme Coordinators, Heads of Schools, Heads of Departments, and Sections of an HEI, provide some in-depth analyses to compare the current approach towards programme design and development in Teacher Education entangled within the challenges presented in an era of industry 5.0, with AI dominating strategic decision making for the future decade. Findings indicate that an understanding of programme design and development, by the strategic people in the educational sector, is key to driving the consideration of Artificial Intelligence in the Teacher Education courses offered by HEIs. Overlooking the trends dominating industry 5.0 in educational development, employability, and adaptation to new demands in employment may have irreversible consequences to a labour force whose coping mechanisms might depend essentially on development based on AI.

**AGHARDIEN, NAJMA & GACHAGO, DANIELA & BELLUIGI, DINA D Z**

University of the Witwatersrand & Queen's University, Belfast & Nelson Mandela University & University of Cape Town

***Mis-reading discourses of equity in South African higher education in the early stages of Covid-19 [F2F (I)]***

This presentation will share the learnings of a published paper that analysed the perspectives of insiders operating in the thresholds between academic and professional communities within South African and UK higher education—learning technologists, academic developers, and Higher Education Studies scholars—in the period from March to June 2020. We focus on the deliberations of those based in South Africa, on the possibilities and problematics for equity in higher education when, in the early stages of the 'pivot online', various conceptions of inequalities and their relations to educational equity peppered the discourses of higher education practitioners, and the promotional discourses of their institutions. As people with, often, strong ethico-political commitments, their acts of narration drew from, and at times against, the dominant discourses situated within socio-economic and ideological higher-education contexts. Careful not to provide a mono-vocal nor hierarchical interpretation of these discourses, our analysis rather juxtaposes complex, and at times conflicting, local accounts and negotiations of three schisms around which their narratives skirted: (i) the substantial fault lines under and in societies, institutions, and practitioner communities; (ii) the complexities that intersect with digital divides; and (iii) the in/visibility of differentially impacted individuals and groups during that period.

**Keywords:** equity, Covid-19, higher education, discourse, digital

**AJAYI, EYITAYO JULIUS & GEDENGU, EUNICE NYAMUPAN**  
University of the Witwatersrand & University of the Witwatersrand

***Investigating the use of Life Sciences content to teach pre-service teachers about 'equipping learners with values' incorporated in the National Curriculum Statement (NCS): An Intervention [OL (I)]***

There are well-known social ills perpetuated in the Republic of South Africa (RSA) which include gender-based violence (GBV), inequality, substance abuse and social injustice, which were exacerbated by the outbreak of the COVID-19 pandemic and the subsequent lockdowns. Solutions to these social ills are normally sought in legal systems, politics and in economics, but rarely in formal education. However, underscored by the value-driven philosophy of the South African constitution, one of the principles of the National Curriculum Statement (NCS) requires teachers to 'equip their learners with values' during classroom teaching. We view the NCS as recognizing the role that formal education can play in mitigating these social ills. The NCS does not, however, indicate what these values are, or explain how teachers should equip their learners with these values. This was the motivation for this study in which we implemented a six-week intervention program aimed at teaching pre-service teachers about the fundamental values that are expounded in the constitution of the RSA, including, social justice, equality, ubuntu, respect and accountability; as well as developing in them, skills of characterising these values in the context of teaching Life Sciences. The participants were third- and fourth-year Life Sciences pre-service teachers registered for their exit methodology course. Data collected was in the form of pre- and post-intervention lesson plans. Preliminary findings show a developing understanding and ability among pre-service teachers to characterize the values. In this paper, authors share how the intervention was implemented and how constitutional values were characterized by the pre-service teachers in their lesson plans.

**AJAYI, OLUWAKEMI BOLANLE & ALOKA, PETER & MOOSA, MOENIERA**  
University of the Witwatersrand & University of the Witwatersrand & University of the Witwatersrand

***School-related challenges affecting career decision making of Grade 12 learners in township secondary schools in Gauteng, South Africa [OL (I)]***

The COVID-19 pandemic has highlighted various social, economic, psychological, financial, and physical challenges that learners encounter in South Africa. These challenges have continued to receive much attention in the media and in various policy documents. What needs to be at the heart of these various deliberations is that one of the core functions of any education system is to prepare learners to become functional citizens who are financially self-sufficient. We argue that one way to ensure learners' financial success and contribution to society is by providing them with adequate and effective career counselling. It is against this background that this study explored the school-related challenges affecting the career decision making of Grade 12 learners in township secondary schools in Gauteng, South Africa. The Krumboltz Social Learning Theory of Career Development (SLTCD) served as the theoretical framework for this study. A qualitative case study research design was adopted. Both purposive and convenience sampling methods were used to select 23 grade 12 learners from six township secondary schools in Gauteng East District. Semi-structured online interviews were used to collect data and were analysed thematically. The findings indicate that schools lack the infrastructure required to provide learners with proper career guidance and education. The lack of access to career information services and incorrect subject combinations meant that learners were unable to choose appropriate career paths post Grade 12. We recommend that the Department of Basic Education prioritise the training and upskilling of designated educators to become specialised career counsellors in township high schools.

**Keywords:** School-related challenges, career decision making, Grade 12 learners, township secondary schools.

**AJAYI, NOAH OLUWASANJO & LUCKAY, MELANIE B.**

Lagos State University of Education, Nigeria & Faculty of Education, University of the Western Cape

***Trends and challenges of tertiary education in Nigeria: Fine and Applied Arts and Technological Literacy in perspective***

This study explores the trends and challenges of Teacher Education (TEd) in the Fine and Applied Arts (FAA) in relation to technological literacy (TL). In Nigeria, internet facilities and digital technologies have changed the method of instruction and levels of student involvement in Art Education. The use of multimedia software by visual art educators in Nigeria is to provide challenging and authentic learning materials that develop the student's potential and creative mind through exploration, discovery, and creativity. This study investigates the availability, accessibility, and usability of technological tools. Furthermore, it explores the quality of curriculum content, assessment methods and pedagogical devices and tools used. In this regard, the study focuses on the trends and challenges of tertiary education in Nigeria: Art, Design and Technological Literacy in perspective. Fundamental technology-based theoretical frameworks, namely, Van Dijk's Resource and Appropriation Theory (RAT) and Engestrom's Theory of Activity (ETA) formed the theoretical frameworks for this study. The study was conducted at a Polytechnic, College of Education, one of the oldest tertiary institutions in Lagos State, Nigeria. It adopts a qualitative research approach purposively selecting participants, consisting of ten student teachers and five lecturers. Data were collected using semi-structured interviews, focus group discussions (FGD) and document analysis. The data collected were transcribed, coded, and analysed using content analysis to generate relevant themes for discussion. The findings of this research can inform curriculum planners, improve the models for advancing the technological literacy of FAA lecturers and students, and can equip lecturers and students to meet the present and future needs of Art Education in a global society.

**ALOKA, PETER**

University of the Witwatersrand

***Adoption of modelling intervention in enhancing reading abilities among learners with Dyslexia***

The study examined modeling behavior modification practice and enhancement of reading abilities among learners with Dyslexia in Kenya. The mixed-methods sequential explanatory design. The sample size comprised 229 learners and 4 English teachers selected from 4 public primary schools. To obtain a sample for the study purposive, saturated and random sampling methods were used in selection of schools, teachers and learner participants respectively. A pilot study was conducted on 24 learners and 6 teachers selected from two public primary schools within Changamwe Sub-County to ascertain validity and reliability of the instruments. The research tools used included the Bangor Dyslexia Test, Hardin Simmons dyslexia screening test and English reading test. The Cronbach's alpha for of 0.87 for modeling reinforcement revealed that the instruments had adequate reliability for the study. The data was generated using mixed methods approach where both quantitative and qualitative methods were used for analysis. The findings indicated that, after the level of modeling behaviour practices were included, the model as a whole explained 25.2% (R Square = 0.252) of the variability in reading abilities among the primary school learners. The study recommended that teachers should adopt modeling behavior modification practice to improve dyslexic learners reading ability.

**SEHERRIE, ALOYSIUS**

North-West University

***Selected teachers' position regarding curriculum across transitioning: A decade after the implementation of the Curriculum and Assessment Policy Statement as a transformative strategy for the school curriculum***

In this paper you will read what I learnt when I tried to find out the answer to the following question: How does the South African school curriculum, Curriculum and Assessment Policy Statement (CAPS), prepare learners to be adequately prepared for higher education and employment? In the South African context, Life Orientation (LO) is a compulsory subject that learners in high school can take in Grade 10 to 12 (DBE, 2011). Career and career choices, as a topic of the LO curriculum, give guidance on how learners can structure their subject choices when planning a career path after school, and which eventually open the doors to higher education. Life Orientation is a leader in the field of careers and career choices and needs this information to keep its competitive edge. The researcher followed a qualitative phenomenological design to conduct this research. Purposive sampling was used to select seven (n=7) Grade 10 Life Orientation teachers from selected schools in the Pixley Ka Seme District in the Northern Cape, South Africa, to participate in semi-structured interviews and non-participatory observations. This study follows an interpretivist paradigm. This study will verify the results by a thematic analysis study. I will not claim that my results can be generalised.

**AMIN, NYNA**

University of KwaZulu-Natal

***Teachers' visualisations of the mathematics curriculum***

Performance in mathematics continues to be a major concern in education. Since the first Trends in Mathematics and Science Study, South Africa's performance scores have not improved. Many studies have analysed teacher competency, teacher qualification, teacher experience, the curriculum, support systems, textbook contents and so on. Through the problems have been identified and solutions proffered, success is elusive. In contrast to the studies mentioned above, this presentation focuses on teachers' visualisations of the mathematics curriculum. Using a qualitative approach and predicated on the assumption that visualisations make explicit teachers' interpretations of the mathematics curriculum, six private school, foundation phase practitioners were invited to participate in the study. The aims were twofold: to share their visuals and to explain the implications thereof for classroom teaching. Two methods of data production were deployed, image drawing and semi-structured interviews. Six images were produced: tree, pizza, toolbox, jigsaw puzzle, germinating seed and a four-tiered cake. The analysis revealed that each teacher has a different conception of curriculum and different approaches to the teaching of mathematics. Of particular importance is the relationship between two factors: years of teaching experience and the mathematics curriculum. The novice teachers were more dependent on the mathematics curriculum for planning of activities and teaching methods and resources than the experienced teachers. This was a small-scale study with private school teachers and the findings are emergent and will require further research.

**APPADOO-RAMSAMY, WEDSHA & SAMUEL, MICHAEL ANTHONY**

University of KwaZulu-Natal

UKZN/MIE & UKZN

***Knowing complexly: Methodological transitions to arts-based representations of educational research [F2F (A)]***

Arts-based modes of research representation have gradually gained grounds in qualitative research – undoubtedly due to the emancipatory possibilities for the dissemination of findings compared to the more rigid structures of textual representation. This panel presentation on arts-based representations of research draws from three studies that were conducted in South

African and Mauritian educational contexts. It discusses the researchers' decision to opt for dramatic renditions rather than traditional ways of disseminating research before moving on to explore opportunities afforded by ethno-conversations and ethnodrama.

**Paper 1**, which is anchored in a study of Teaching Practicum during the disruptive and uncertain times of the COVID-19 pandemic, highlights the rich prospects of the dialogical ethno-conversation wherein the researcher and researched stand as the main source of data and co-constructors of knowledge. This paper overturns conventional epistemological notions and proposes other ways of knowing.

**Paper 2** focusses on Teacher Agency in times of change and showcases the fluidity and flexibility provided by ethno-drama in representing multiple voices, contexts and spaces. The paper brings out how this creative three-dimensional mode of representing research of a drama script does justice to the endeavour of presenting complex and contradictory findings across space and time, including a projection into the future.

**Paper 3**, which emanates from a study on the effectiveness of Communicative Language Teaching in an ESL/EFL context, turns attention to ethno-drama as a pedagogical tool in Teacher Education. It thus focusses on insights from the scripting, staging and post-staging phases in addition to findings emanating from the study undertaken. Here again, the richness of ethno-drama in providing avenues for the exploration of embedded educational phenomena is discussed. Ethno-drama, as an experiential and participatory approach, was found to trigger reflexivity among student teachers and the audience more effectively than traditional teaching methodologies. Creative modes of representation are more impactful, as they involve the audience in the dramatized situations.

All three studies generate reflections on arts-based research representations as an alternative mode of data production, presentation and dissemination of research engagement. The set of presentations brings to light how alternative methodological research approaches open vistas for research dissemination by not only rendering scientific studies more palatable for the uninitiated but also by facilitating the portrayal of elements that may easily be downplayed by other media, such as tensions and emotions. The potential and limitations of arts-based communicative methodologies conclude this panel's critical reflection.

**AREK-BAWA, DR. ORHE & REDDY, PROF SARASVATHIE**

University of KwaZulu-Natal & University of KwaZulu-Natal

***Transitioning doctoral students to university teachers: A case of an online Teaching Development Programme [OL (I)]***

Doctoral programmes in many research-based higher education institutions (HEIs) focus on equipping students with research capabilities with little or no emphasis on teaching skills. Meanwhile, several doctoral students almost simultaneously commence teaching while embarking on their research journey with no formal training in teaching. Even though there is an increasing consensus on the need to address the pedagogical deficiencies, literature on doctoral studies reveals minimal teaching integration as scholars mainly focus on the research design, student experiences, and supervision relationship. This study examines doctoral students' experiences of a four-day voluntary teaching development program that afforded them an opportunity to be inducted into the craft of university teaching. The aim is to ascertain how the experience contributes to developing their teaching capabilities and informing their career choices. Framed by Kolb's experiential learning theory, a mixed-method research approach will be employed in exploring doctoral students' experiences of an online teaching development programme. Data from student evaluations administered to eighty-seven participants in the 2021 cohort and subsequent students' reflections of the programme through semi-structured interviews will be analysed statistically and thematically, respectively, to explain the extent to which the opportunity assists their pedagogical practices and career decisions. This article promises insights on the programme's usefulness in informing doctoral curriculum developers of the need to include teaching development skills into doctoral programmes to ensure a smooth transition into university teaching positions. In general, it

further contributes to the scholarship of teaching in doctoral programmes where knowledge is currently scant.

**Keywords:** Doctoral education, Teaching Development Programme, Transition to teaching, Online teaching, Doctoral students.

**BADA, ABIODUN A & JITA, LOYISO C**

University of the Free State & University of the Free State

***Status of classroom objectives during Covid-19 Pandemic: A case of secondary school physics curriculum [F2F (I)]***

The challenges and opportunities brought into education by the Covid-19 pandemic continues to impact scholarship in teaching and learning. The extent of this impact informs the transition currently experienced in classroom practice. For example, the lockdown measures introduced during the pandemic have brought about innovative teaching methods and changes in classroom practices. What remains unclear is the extent to which classroom objectives were realized during the pandemic period. This study adopts a qualitative approach to investigate the status of classroom objectives in the Nigerian secondary school physics curriculum. Fifteen secondary school physics teachers were purposively selected to participate in this study. Two focus group interviews were conducted to obtain rich data on the status of classroom objectives in the secondary school physics curriculum. Data obtained from the focus group were analysed thematically while the lesson notes were analysed using content analysis. The findings from this study revealed that some of the objectives as stated in the curriculum were not achieved due to paucity of time available for teaching. Also, most of the innovative teaching approaches employed during the pandemic could not necessarily ensure the achievement of all these objectives, especially the practical components of physics. This investigation concludes that more transformative teaching approaches, that can allow the realization of all the learning components, especially the practical components of physics should be used during physics teaching. Also, efforts should be geared towards achieving the classroom objectives that were yet to be achieved.

**BALLANTYNE, DEREK ANDREW**

University of Cape Town

***Pre-service teachers' perceptions of their use of an intelligent tutoring system for English language proficiency [F2F (I)]***

Language proficiency of university students is a contentious issue in South Africa because many students are not studying in their home language and are required to be academically proficient in a language that is not their own. This takes on a new dimension for pre-service teachers studying to become English home-language teachers.

This study aimed to examine pre-service teachers' perceptions of their use of an Intelligent Tutoring System that was incorporated in an English language module in a Bachelor of Education degree. This ITS was used as an English language proficiency tool and the perceptions of its use by pre-service teachers were viewed through the lens of Engeström's second-generation Cultural-Historical Activity Theory. A qualitative interpretivist paradigm was used, and six pre-service teachers who were learning to be English home-language teachers but were not English home-language speakers were interviewed to investigate their perceptions. The study's findings indicated that when the ITS was integrated into an Activity System for teaching and learning, participants had a favourable perception of it. This occurred despite the participants' strong preference for face-to-face learning and their struggles with digital literacy. In conclusion, this study showed the ITS to be effective in the classroom. According to the findings of this study, the ITS was perceived to help pre-service teachers improve their language skills and to be useful in achieving goals and objectives as a tool for



learning. This is important for practice because it shows how integrating an ITS for language proficiency can help pre-service teachers with language challenges.\

**Keywords:** Intelligent Tutoring System, Activity Theory, Cultural-Historical Activity Theory, Language Proficiency, Sequential Mixed Methods.

**BERTRAM, CAROL & RUSZNYAK, LEE**

University of KwaZulu-Natal & University of the Witwatersrand, South Africa

***A conceptual approach to preparing pre-service teachers for work-integrated learning: Principles for curriculum design [F2F (I)]***

A key part of teacher preparation is work-integrated learning (WIL). However, many studies show that the quality of these school-based learning experiences is very uneven and learning is left to chance. An opportunity to design a formal curriculum that prepares pre-service teachers for WIL arose during the COVID-19 pandemic. We were part of a consortium of teacher educators who designed an on-line module called Teacher Choices in Action. Since 2020, more than 50 000 pre-service teachers from 24 universities completed the module. In this presentation, we reflect on principles that informed the selection and sequencing of knowledge for its curriculum. We consider how the module positions itself within three debates that exist in the field. The first is whether teaching is an individual pursuit or a social practice. We show how the module shifts from the former to the latter. The second debate is the extent to which teaching practices are specialized or generic in nature. We show how the module makes continual shifts between generic concerns of teachers and the subject-specific, contextually responsive ways in which these are enacted in lessons. The third debate is the extent to which teaching is an intuitive, spontaneous practice, or one informed by a principled knowledge base and explicit reasoning. We show how the module positions itself as an intervention that makes the reasoning of teachers more visible to pre-service teachers. In interrogating these choices, we argue for the importance of developing a formal WIL preparation curriculum that moves beyond logistical concerns to one that foregrounds understanding teachers' practices. We believe that this will develop pre-service teachers' ability to recognise the pedagogical choices they can make to support learning and epistemological access for all children.

**Keywords:** pre-service teacher preparation, curriculum design, work integrated learning, pedagogic reasoning, South Africa

**BIJA, YANELISA PORTIA & PATHER, SUBETHRA**

University of the Western Cape

***A double challenge facing first-year students that entered the university through the recognition of prior learning (RPL) route during the Covid-19 pandemic: Student Voices***

A double challenge facing first-year students that entered the university through the Recognition of Prior Learning (RPL) route during the Covid-19 pandemic: Student Voices  
COVID-19 has imposed turmoil across the world and like any other critical sector, higher education has been deeply impacted. Most universities have been forced to move away from the traditional learning and teaching approach to adopt online and hybrid strategies. This shift did not only cause stress and discomfort among lecturers but also among students. The first-year students were faced with a double challenge, first transitioning from school to university and secondly from face-to-face learning to online. This study focuses on the first-year students that entered university through the recognition of prior learning (RPL) route. The first year of university is a period of adjustment for many students, which creates a lot of stress and anxiety among students. This trend is particularly evident in first-generation and mature students entering university after a long period of absence from school. The COVID-19 pandemic added to the stresses of first-year students entering university for the first time. This study investigates stress factors of first-year students that entered via the RPL route during the COVID-19 pandemic, the study particularly focuses on their university transition and

experience. The study follows a quantitative approach and makes use of descriptive data. Data was collected from an online survey sent to all RPL first-year students from 2019 to 2021. For this presentation, the focus is on first-year RPL students registered during the COVID-19 pandemic. A total of 43 students responded to the survey, 18 from 2020 and 25 from 2021. The presentation highlights, the types of stress experienced by the students, the coping mechanisms they used to address the stress, and its influence on their academic performance. Participants identified factors such as time management, unfamiliarity with the university environment, feeling isolated, workload, and balancing work, studies and family responsibilities, as some of the stresses influencing their transition to university. The study provides valuable insights into the transition of students through the RPL route and mainstream support programmes to enhance transition pedagogy to reduce stress among first-year students. The study could contribute to policy and practice being adjusted to include requirements for students who enter university through the RPL route.

**BINZE, BI KUMBE & FRANCK, SANDRY**

University of the Western Cape

***The role of indigenous knowledge in teaching and learning in rural contexts***

Indigenous knowledge as well as indigenous ways of teaching and learning are integral to quality rural education. The purpose of the study was to determine the impact and significance of indigenous teaching and learning methodologies. The context of rural education in Gabon includes both a traditional home-education model and the western education model. The theoretical framework underpinning this study is Decolonial Theory. A qualitative approach was used, and data was collected through lesson observation and interviews with rural teachers. The findings note that indigenous teaching and learning integrate both traditional and western methodologies and knowledge. A decolonised pedagogy and curriculum should include indigenous knowledge systems (IKS). The study recommends a stronger engagement with IK teaching methodologies to enhance postcolonial African national education systems.

**BIRAIMAH, KAREN & KURTZ, BRIANNA & ROETS, LEON**

University of Central Florida, USA & Mary Baldwin University, USA & University of South Africa

***The Impact of racial and economic divides on access to quality education in South Africa and the U.S. [F2F (I)]***

Tomasevski (2003), former Special Rapporteur for the UN Commission on Human Rights, stated that the right to education “is a bridge to all human rights,” while Mandela (2019) envisioned education as the great equalizer saying that “Education is the most powerful weapon which you can use to change the world.” Thus, we find that access to interculturally competent education for all children is a goal shared by multiple countries. Reflecting upon these issues, this comparative research focuses on the attempt by two nations to move beyond the challenges of both the racial and economic divides to achieve greater equitable access to quality education for all children in South Africa (RSA) and the United States (USA), regardless of race, ethnicity, language, or socio-economic status. We begin with a brief overview of the historical paths both nations followed in their slow evolution toward a more equitable multicultural, if not interculturally, competent society. Though race, ethnicity and language continue to play significant roles in determining access to quality education, the economic divide may soon become an even more powerful and consistent factor in determining access to well-resourced schools. The paper examines these issues and concludes by asking if racial biases and educational inequalities within the RSA and USA are being superseded by an economic divide, and if so, how can these sustained economic challenges be addressed to provide a more positive and transformational education for all children?

**BLOSE, SIBONELO**

University of Pretoria

***Influence of school contexts' inequalities on leadership practices: learning from experiences of deputy principals [F2F (I)]***

South Africa comes from a historical background of racial segregation and inequalities. Although many attempts have been made to redress the imbalances of the past, traces of inequalities still linger. One critical effort toward redress, particularly, in the education system, is the facilitation of equitable funding of public schools. This is achieved through the National norms and standards for school funding which was proclaimed in 1998 to guide the allocation of funds to public schools. The key driver of the aforementioned policy is the attainment of redress and equity in financing public education to increasingly enhance the quality of education, particularly in previously disadvantaged schools. The quintile system, which ranks schools according to their needs, is used to classify school contexts. Schools ranked in quintile one, are the poorest schools, while those ranked in quintile five are the least poor schools. Apart from the allocation of resources, the school quintiles reflect school contexts in which teachers and school leaders operate. The study reported in this paper purported to examine the influence of the school contexts on leadership practices. One group of school leaders, namely, deputy principals, was put under the microscope; by examining the lived experiences of these school leaders, the study sought to understand the influence of school contexts on their leadership practices. The influence of school contexts on deputy principals' leadership reflects inequities among South African schools; however, the leadership practices that the participating deputy principals exert show their understanding of, and responsiveness to their school contexts.

**BOTHA, MARGA**

Aros

***21st century South Africa teachers in turbulent educational waters [F2F (I)]***

Teachers in the South African education system face numerous challenges, which negatively impact their well-being, contributing to the high attrition rate in the teaching profession. As few studies in the South African context focus on teacher well-being, this study fills the gap by exploring how teachers experience profession-related challenges and how it affects their well-being. By merging the Force Field Model (Samuel & Van Wyk, 2008) and the PERMA Model (Seligman, 2011) as the theoretical framework, four forces, namely contextual, institutional, programmatic and biographical were used as a lens to explore the push and pull factors that impact teachers' well-being. Data were collected in three stages by means of electronic open-ended questions, eight semi-structured individual interviews (case studies), and a semi-structured expert interview. The findings have revealed that factors that teachers identified as pushing them away from the profession relate to unsatisfactory remuneration, lack of resources, uninvolved parents, learner diversity, and an overwhelming workload. Pull factors that attract them to the profession involve the stability and convenience of following a teaching career, feeling valued, and being passionate about facilitating learning. Moreover, connectivity describes the reaction to the coping methods used by teachers to address their well-being as an underlying principle. This study provides a more comprehensive understanding of how the classroom context affects teachers' well-being. If teachers' well-being is not prioritised, the education community may suffer long-term effects as more teachers leave the profession.

**BROWN, CLIVE & SAMUEL, MICHAEL ANTHONY & SWART, MARINDA**Cape Peninsula University of Technology  
CPUT & CPUT & CPUT

### ***Re-imagining the teaching practicum in the new post-COVID era: Developing partnerships in teacher education [F2F (I)]***

The COVID-19 pandemic has activated shifts in the normative delivery with a range of higher education curriculum spaces, including the teaching practicum (TP) operations of initial teacher education (ITE). This paper presents the lived experiences of two Teaching Practice co-ordinators (one in the private sector and the other in the public higher education sector) in managing TP before, during and potentially after the aftermath of the global pandemic. The specific contextual spaces of these private and public ITE institutions and their selected curricular TP practices are reviewed comparatively. The paper outlines the current national and departmental policy guidelines related to TP constructed in the pre-COVID era, suggesting that they have passed their shelf-life value. The new contextual global and national spaces of the wider economic and health milieus, the specific personal circumstantial characteristics of the present students, the unique institutional resourcing within the specific ITE institutional environments and the operational challenges confronting mentor teachers in altered (technologized) settings of classrooms and schooling have impacted significantly on the possibilities of deep professional support to activate student teachers' growth. Moreover, the readiness of school learners for normative curriculum engagement has been compromised or elevated as new pedagogical learning strategies due to the impact of COVID had to be embraced. This diversity of student readiness presents itself in varying levels of competencies, not only across school typologies but even within singular classroom cohorts. The paper reviews these factors' operational and long-term influence on constructing reimagined policies at institutional and national levels regarding TP matters. It explores, as a possible source of policy influence, the range of initiatives experimented with before and during the TP programme of COVID times. These include models of professional development schools (South Africa and the US, Boston), the uses of the Teacher Choices in Action (TICA) (national DHET-endorsed strategy), the reconstituted mentorship development models (Norway) and the shifts in expectations of what student, mentors and supervisors engage during the process of TP (lived experiences at the selected HEIs focused on in this paper). The paper concludes with a recommended revised policy on teaching practicums to activate alternative practical, pedagogical and curriculum re-imagination, holding in-depth professional quality at the heart of teacher education.

**CALVERT, JAMEO & NTHONTHO, MAITUMELENG**

University of Pretoria & University of Pretoria

### ***Sexual inequality and injustice in education [F2F (I)]***

The constitution of the Republic of South Africa was the first in the world to outlaw discrimination based on sexual orientation, and South Africa was amongst the first few countries in the world to legalise same-sex marriage. South Africa is to date one of the very few countries (if not the only one) in Africa to have legalised same-sex marriage. It is however very unfortunate to find it difficult for communities in the education system to embrace this policy change. This paper discusses the inequalities that continue to exist in education spaces when policy and action collide. People who identify themselves as lesbian, gay, bisexual, and transgender (LGBT) have been afforded an opportunity to live respectable, legitimate, and open lives due to the recent legislation in government and policies in universities across the country, that advocate for the queer community. Despite improvement/advancement in policy and legislation, the LGBT community within educational institutions continue to experience inequality and injustices. Using the implementation of policies and legislation that serve to redress these inequalities and injustices as our point of departure, the authors highlight the importance of directing concentration on the interface amid sexual identity and gender to comprehend the unequal ways queer bodies negotiate the progress from one phase of education in their lives to the next. Bourdieu's concept of class has been used in two empirical studies in this regard.

## **CHARAMBA, ERASMOS**

University of the Witwatersrand

### ***Emerging pedagogies in higher education: cutting through 'either-or' binaries with a heteroglossic plurilingual lens [F2F (I)]***

Technology use inaugurates fundamental pedagogical changes that can be integral to achieving significant academic improvements in higher education. When used to support learning, technology permeates higher education with digital learning mechanisms, enlarges course offerings and instructional alternatives, facilitates learning 24 hours a day, develops 21st-century skills; enables greater student motivation; and facilitates deeper concept comprehension. The use of technology also has the potential to modify learning by instituting a new model of intertwined instruction. Present-day multilingual technology has transcended the debate around which language dominates the educational space. Instead, it is now a question of how progressive multilinguals act differently as they take part in contemporary prospects offered by the various languages on the web. The appreciation and embracing of heteroglossic perspectives in e-learning repudiate inscribed ideologies that posit monolingualism as the default norm in education. Through a sociolinguistic lens embedded in the funds of knowledge, this article seeks to explore the role language plays in e-learning, and how educators can use multilingualism as a teaching/learning resource in higher education. The study presents results from a mixed methods approach in which 42 purposively sampled undergraduate students were taught through English and Shona languages. Data was collected through focus group interviews and a written assessment activity. Quantitative data suggests an improved performance while qualitative data presents an acknowledgement by students of the efficacy of multilingual pedagogy. The article recommends the use of multilingual approaches in today's linguistically diverse e-learning higher education classrooms. It further justifies acknowledging that multilingualism is not new, even if the dramatic secularisation of the term seems recent.

## **CHARAMBA, ERASMUS & DLAMINI-NXUMALO**

Wits School of Education, South Africa & University of Eswatini

### ***Lecturers' readiness for a shift from classroom-based to online teaching and learning; a case of one institution of higher learning in Eswatini. [F2F (I)]***

This study investigated lecturers' readiness for online teaching and assessment strategies in a higher education institution of Eswatini. The shift from classroom-based to online learning and teaching was necessitated by the unexpected Covid-19 pandemic which forced institutions to close. However, lecturers' and students' readiness for this shift is pivotal. This is so because online instruction places varying demands on delivery and feedback methods. This study thus attempted to answer the following question: how has lecturers' use of online teaching and assessment strategies during the Covid-19 pandemic changed the way they teach? The theoretical framework for this study was the Five-E Model proposed by Suzuki and Keller. It has layers namely: Ecological e-Learning, Exact e-Learning, Easy e-Learning, Effective e-Learning, and Engaging e-Learning. The study used a qualitative approach. Four lecturers were selected using purposive and convenient sampling. Data was collected using three Moodle recordings per lecturer, an unstructured interview, and an open-ended questionnaire. The questionnaire was sent electronically to the participants. They were given a week to complete it, after which an analysis of their Moodle lessons was applied using the thematic approach. The findings of the study reveal that some lecturers have limited skills in online and assessment teaching strategies. It also shows that some lecturers are also not ready psychologically for the shift. It is thus concluded that training lecturers should be supported through workshops on the use of online strategies. More research can be done to assess students' experiences through learning using online strategies.

## **CHARAMBA, ERASMOS & KUFAKUNESU, ZANO**

University of the Witwatersrand & University of the Witwatersrand

### ***The power of inclusion: Embracing multilingual e-learning opportunities in education [F2F (I)]***

The year 2019 saw the emergence of COVID-19, an infectious disease spread through human-to-human transmission. This resulted in the immediate worldwide suspension of contact classes as countries tried to contain the wide spread of the pandemic. Consequently, educational institutions were thus left with only one option: e-learning. E-learning is the delivery of learning experiences using electronic mail, the internet, the world wide web, and it can either be synchronous or asynchronous. Through the translanguaging lens, this study reports on a qualitative study that sought to explore the crucial role language plays in the e-learning of multilingual students at a secondary school in South Africa. The e-learning lessons were in the form of videos, multilingual glossaries, and narrated slides in English and Shona languages. Data was collected through lesson observations and interviews held via Microsoft Teams. This study suggests numerous cognitive and socio-cultural benefits of multilingual e-learning pedagogy and recommends its use in education.

## **CHAUKE, THULANI ANDREW**

University of South Africa

### ***The impact of school closures on learners' mental health in the context of COVID-19 in the City of Cape Town [OL (I)]***

On 31st December 2019, the World Health Organisation reported COVID-19 in Wuhan City, China. Since then, COVID-19 emerged as a health crisis that harmed the learners. This paper explores the negative impact of the shutdown of contact-based learning on learners' mental health because of COVID-19 and provides recommendations to promote learners' mental health during and post COVID-19. A qualitative research method was used to guide the collection and analysis of the data. Data was collected from a sample of 20 learners from Cape Town and analysed through thematic analysis. The study findings revealed that with the shutdown of contact-based learning, as one of the COVID-19 containment measures by the government, learners experienced social anxiety disorder and sleeping disorder. The study recommends that the Department of Basic Education in South Africa should establish a mental health hotline with no cost, where learners can call professional psychologists and receive teleconsultations. This will help learners to cope with the negative impact of COVID-19 on their mental health. It should be noted that even though this study is not generalisable to learners from other areas in South Africa, the implications espoused here are crucial for the Department of Basic Education to promote mental health awareness in schools. Youth policymakers need to design interventions that promote mental health in after-school programmes implemented by qualified youth workers, adult and community educators, and social workers. Youth workers should take the courses of action in a non-formal education during and beyond COVID-19 to promote youth mental health.

## **CHILDS, MARGIE**

Nelson Mandela University

### ***Changing places and spaces: An arts-based account of learning from a parent-child story creation initiative [F2F (I)]***

The purpose of this inquiry is to surface understandings related to a story-creation opportunity initiated in the homes of Intermediate Phase learners. Wordless picture books (WPB) were used as a prompt for discussion and creative writing in family settings. These wordless texts had been produced in an earlier community-based South African story generation process, and thus had some resonance with the context of the families participating in this study. Initially, learners were at home, given COVID-19 constraints, and communication between

facilitators of the literacy intervention and the participating families was via WhatsApp. The research context was a low-income area in Gqeberha. The children were learners at a community-orientated township school. Participating children and parents shared with the group about their responses to the WPBs. The children wrote stories, and these were submitted using WhatsApp. When lockdown regulations eased, children and their parents were able to celebrate the stories that were created and share their insights and experiences using M2M format in the school library. Literature related to the structure of stories is used as a lens to view the narrative and recount texts produced by the children. A critique of valorised narrative structure and the undervaluing of uncomplicated recounts is offered. To coalesce meaning-making and surface insights related to the family-centred process and the stories created by the children, collage work is employed. Emerging insights suggest that school and university curricula could be augmented or re-imagined, appreciating the story reservoirs of children and their families.

**CHIRAMBA, OTILIA**

University of Johannesburg

***Epistemic disruptions in higher education: Reimagining teaching and learning beyond the COVID-19 challenges in South Africa [F2F (I)]***

The focus on COVID-19, has been mostly on exploring the challenges the disruptions it has had on education systems in general, and how the pandemic has contributed to exacerbating the already existing challenges and inequalities in higher education, (Motala & Menon, 2020; Sayed & Singh, 2020). There is vast literature which has established that performance gaps between rich and poor students, especially in historically white and historically black institutions in South Africa, are widening because of the COVID-19 pandemic and its disruptions. A great deal of attention has been given to issues of social injustices in teaching and learning in higher education but what constitutes a socially just education in such times is not sufficiently explored (Zajda, Majhanovich & Rust, 2006). Existing literature has also established that there is an absence of frameworks/models for interrogating issues of social justice, and this has resulted in uneven and unimpactful interventions.

There is now much need to focus on the impactful interventions in our quest to ameliorate the growing challenges (Chiramba & Maringe, 2022). We now need research which moves beyond looking at the existing challenges to pave a way for social justice in higher education teaching and learning (Chiramba, 2021). The central argument for this discussion is that the lack of impactful intervention partly emanates from a limited understanding of what a socially just education system entails. Based on a literature review and universities' leadership, empirical data for an ongoing project on epistemic disruptions in reconstituting higher education are jointly being gathered by the SARChI Chair on Teaching and Learning (UJ) and the SARChI Chair Teacher Education (CPUT). This panel aims to critically engage with scholarly debates about what impactful interventions different institutions within higher education have so far done in response to the COVID-19 challenges in teaching and learning. The idea is to bring together different interventions done across higher education institutions to begin developing a framework for equity (MacKay & Devlin, 2016), equality (Brenann & Naidoo, 2008), quality (Hackman, 2005) and relevance. (Fraser, 2009) The overarching question for this panel is: how institutions respond to higher education challenges, contribute meaningfully to the future, and allow for the reduction, if not elimination, of gross forms of social injustice?

**Keywords:** COVID-19, Epistemic disruption, interventions, higher education, resilience, social justice

**Chairperson:** Professor Felix Maringe (University of the Witwatersrand)

**Paper 1:** Shireen Motala (SARChI, Teaching and Learning, UJ)

**Title:** Epistemic disruption in higher education: Lessons from South Africa and beyond  
This paper looks at the description of several interventions during the COVID-19 pandemic in

the literature reviewed for the project. South African higher education is a project in perpetual crisis, having emerged from several crises, the more recent being the crisis of the student-led RhodesMustFall and FeesMustFall movements. Now, in contemporary times, there is the ongoing crisis of the COVID-19 pandemic. In this paper, we explore the university interventions on the COVID-19 pandemic that help to keep higher education projects in motion, but equally, we identify the ongoing challenges despite the interventions.

**Paper 2:** Otilia Chiramba (SARChI Teaching and Learning, UJ) and Taryn Williams (SARChI Teacher Education, CPUT)

**Title:** The Online turn in South African higher education: academic leadership in times of crisis  
This paper explores the role of university management and leadership in curriculum transformation amidst the crises. The chapter utilises qualitative empirical evidence from university leadership collected from two universities, one, a comprehensive university in South Africa's Gauteng province and the second one, the University of Technology in the Western Cape. Ethical clearance was sought and approved. Data was analysed using the MaxQDA, software for qualitative data analysis. The paper recommends that resilient higher education leadership is based on four crucial factors namely adoptive, adaptive, anticipative, and transformative capacities. The paper further recommends integrating these capacities with transformative, distributive, and instructional leadership theories to realise effective leadership in universities in times of crisis.

**Paper 3:** Yusuf Sayed (SARChI Teacher Education, CPUT)

**Title:** Paving a way forward: A social justice framework for ameliorating challenges in higher education during and post pandemics

The paper argues that social justice in higher education has been utilised only to understand its common-sense appeal, yet there is a significantly complex meaning of the concept that lies beneath. Social justice has become an overarching theory, through which higher education processes, interventions and transformation are rationalised and even enacted. This is true, especially for post-colonial societies, like South Africa, where the redistribution of the public good is an essential dimension of equalising opportunities and access to public goods, especially for previously disadvantaged groups in society. The paper argues that we should move beyond the theory's common-sense appeal and rethink interventions during and beyond pandemics. Four dimensions of equity, equality, quality, and relevance are explored to gain a deeper understanding of the social justice theory during and beyond the pandemics.

**CHISANGA, THERESA & HIRALAAL, ANITA & MASINGA, LUNGILE & NAICKER, INBANATHAN & PILLAY, DAISY & PITHOUSE-MORGAN, KATHLEEN**

Walter Sisulu University & Durban University of Technology & University of KwaZulu-Natal & University of KwaZulu-Natal & University of Nottingham, UK

***Co-creative learning about academic selves as sites for enacting change in higher education through an arts-inspired photo-elicitation discussion [F2F (A)]***

We are a group of South African academics with a long history of conducting arts-inspired, self-reflexive educational research. We are also committed to challenging our educational landscape's historical hierarchies and divides. This arts-based discussion is informed by our four-year National Research Foundation (NRF)-funded Social Cohesion in Higher Education project. The project demonstrated the potential for arts-inspired approaches to provide innovative and insightful explorations of the interrelationships between individual academic identities and values, shared academic community experiences and values, and a broader concern with social cohesion and change in public higher education. Our research is based on a respect for local and everyday lived experiences as sites for different, generative modes of knowing. Due to its evocative material nature, arts-based research provides entry points for communicating and reimagining values, beliefs, and strategies for socially just higher education. We invite participants to this discussion forum to explore the creative potential of



photographs from our project's Visual Display Book to facilitate productive ways of learning about oneself in conversation with others. The events of a three-day symposium held in Durban in July 2019 are catalogued in this book. It visually documents the symposium's activities to emphasise the power the arts must reveal more about who we are and who we want to be as academics. In this arts-based conversation, we ask, (1) What do the images say about academics' lived experiences in a complicated and conflicting higher education setting? (2) How can we, as academics, creatively address difficulties and possibilities in a complicated and conflicting higher education context?

This event will give participants hands-on experience with arts-inspired practices to stimulate self-repositioning in researchers and push the boundaries of what constitutes research data and methods. The photo-elicitation exercise will respect ethical guidelines for educational research. We will explore how imaginative engagements with artful techniques might promote fruitful ways of re-encountering ourselves and others as researchers committed to disrupting academic boundaries and conventional modes of knowing. Making the stories generated by creative thinking available can serve as motivators, changing how we see ourselves and others. Such reflexivity can inspire transformation in those who experience and witness artful encounters. We will invite participants to discover how arts-inspired knowing is more than a practical exercise but also a creative place for reimagination through playful experiences.

### **CHISHOLM, LINDA**

University of Johannesburg

#### ***Imperialism and sub-imperialism: BRICS and education in Mozambique [F2F (I)]***

A lively debate has emerged on the role of BRICS as a form of sub-imperialism that has not yet extended to education. Does the notion of BRICS as a set of sub-imperial powers working to stabilize global relationships within a capitalist frame offer an adequate understanding of their recent educational interventions? The paper approaches this question in relation to the role of BRICS countries in education in Mozambique. It begins with a discussion of key concepts, including imperialism, inter-and sub-imperialism, and cultural and the 'new' imperialism in education. It then goes on to examine the available literature on the role of BRICS countries in Mozambique in general and in relation to education specifically over the last 20 years. It tries to establish differences and similarities in forms of engagement between earlier and contemporary periods and between BRICS actors and other countries and multilateral actors that include Portugal, the US, and the UK. It considers how useful the concepts of 'cultural imperialism' and the 'new imperialism' are to an understanding of contemporary relationships. It argues that contemporary forms of engagement in education in Mozambique by Brazil, Russia, India, China, and South Africa are related to their roles as sub-imperial powers but that there are differences from earlier periods in forms of engagement. It ends with a discussion of what the implications may be. The paper is based on conceptual analysis and a range of secondary sources.

### **CLOETE, MELANIE**

University of KwaZulu-Natal, UKZN Ph.D. candidate

#### ***The informal business school: Learning experiences of women in the street trade in the greater Durban area of KwaZulu-Natal [F2F (I)]***

Women empowerment is the main stimulus for the long-term economic growth of a country. In South Africa, women make up a large portion of the informal economy, being necessity entrepreneurs or survivalists. This paper focuses on women in the informal street trade, as they occupy the most vulnerable segment within the informal sector. Policies and intervention programmes have been less effective in upskilling these women with the necessary financial and business skills to manage their businesses in a highly competitive environment. This study seeks to add to the body of knowledge by understanding how women in the informal street trade experience learning financial and business skills. This research draws on constructs of

African feminism, resilience, and informal learning theories. It is located within a critical feminist paradigm and employs a feminist phenomenological design. Using purposive criteria sampling, a sample of twelve women engaged in informal street trading in the greater Durban area of KwaZulu-Natal were chosen. In-depth face-to-face phenomenological interviews were undertaken to elicit the essence of the participants' experiences of learning financial and business skills. The findings revealed the need to design targeted business education interventions to provide this kind of entrepreneur with the skills required for business growth and sustainability. It is proposed that this study's findings will significantly contribute to both theory and practice.

**COLLETT, KAREN SUZETTE & DISON, ARONA**

University of the Western Cape & University of the Western Cape

***In pursuit of social justice in South African higher education: Exploring the relationship between epistemological access and the development of students' academic literacies [OL (I)]***

The concept of epistemological access, formulated by Morrow (1994, 2007), has been highly influential in higher education. It has been widely used in the sense of moving beyond physical or formal access to meaningful access to the 'goods' of the university. An academic literacies approach acknowledges the complexity of literacy practices at university level. According to this approach, students need to master disciplinary literacies to learn and engage with knowledge (Lea & Street 1998, 2006). Epistemological access, social justice and academic literacies have been widely researched in the South African higher education field. However, the relationship between epistemological access and the development of students' academic literacies to enhance social justice needs further exploration. This conceptual paper explores the relationship between epistemological access and the development of students' academic literacies within the South African higher education context. We draw on related literature and our current experiences as academics to explore the concept of epistemological access and to critique current institutional practices aimed at addressing the development of academic literacies and promoting student success. Using Fraser's theory of participatory parity and the dimensions of social justice (2008, 2009), we argue for greater attention to be paid at institutional and faculty level to enhancing epistemological access and social justice. We propose that an important strategy for achieving this is embedding the development of academic literacies in programme curriculum design and implementation.

**COLLETT, KAREN & VAN DEN BERG, CAROLIEN & VESTER, BELINDA**

University of the Western Cape & University of the Western Cape & Cape Peninsula University of Technology

***Relational reading-writing-thinking-becoming in higher education: Reflecting on possibilities for scholarly reading and writing within a pandemic [F2F (I)]***

In this paper, we explore our scholarly practice of collaborative academic writing by engaging with a Relational Reading of Text approach and Slow Scholarship (Mountz et al., 2015; Ulmer, 2017). This paper grew out of our need to explore the tensions and inertia in our collaborative writing during the COVID-19 lockdown, to find our way back to flourishing and thriving through each other. In "staying with the trouble" (Haraway, 2016) we draw on the relational reading writing thinking becoming dimensions of 'a sense of movement', 'shifts to the in-between space of meaning', 'the quality of kindred' and 'shared responsibility. We also engage with the attentive and relational qualities of a Slow Scholarship to focus attention on space time

matter (Barad, 2007) in our co-writing practices. An 'iterative and reflective narrative inquiry method' (Burton et al., 2021) was used to explore our experiences both before and during the COVID-19 pandemic. The paper begins by reflecting on pre-pandemic approaches to our relational reading writing thinking becoming, as academics. We then explore our 'during-pandemic' practices within the confines of isolation and the digital higher education landscape. In conclusion, we conceptualise a 'pandemic-transformed - post-pandemic' relational reading writing thinking becoming approach as a way for us to not only survive the digital turn our co-writing practices have taken, but to find our way back to an authentic, creative, and joyful engagement. Our insights may be of value to other academics who seek to co-write through processes which support flourishing and Slow Scholarship in higher education. **Keywords:** Relationality, Slow Academic Scholarship, Collaborative Reading and Writing, Changing spaces

**COOPER, ADAM**

Human Sciences Research Council (HSRC)

***"Views from home": A mixed methods study into South African parents' perceptions of education quality [F2F (I)]***

This paper reports on a mixed methods research project that explored South African primary caregivers' perceptions of and attitudes towards education quality, with the view that schools can only promote social justice if they include the families of learners in conceptualising education. A representative sample was surveyed extensively on their perceptions of education quality at their children's school, as a module that was included in the South African Social Attitudes survey. A sample of parents was drawn from the survey to participate in qualitative interviews. Half of the parents either said that, in comparison to their own educational experience, the overall standards of children's schools were higher. While South African parents generally believe that education is of high quality and think that educators, including principals, are competent and have their children's interests at heart, parents admitted that their knowledge of the school and its processes is limited. More than a quarter of the parental population said that they did not know what was going on at their child's school and an even larger percentage of the parental populace said that they had very limited knowledge of important issues like teacher absenteeism. The research provides insights and recommendations into potential collaboration between schools and caregivers and ways that parents could gain better information about their children's schools, in the interests of promoting social justice.

**COOPER, ADAM**

Human Sciences Research Council (HSRC)

***"Changing the terms of engagement": education, income-generation, and the future of both [OL (I)]***

In this theoretical paper, I develop a conceptual framework to map youth livelihoods in the global south, with South Africa as exemplary. In such places, young people regularly morph between very different worlds of income-generating spaces, in which the state has varying degrees of control. These varied spaces contain different rules and rewards, calling for the development of concepts that integrate broad structures with the innovative ways that young people struggle, hustle, and improvise to make a living beyond the formal labour market. Bourdieu's concept of multiple capitals initially helps to theorise the ways young people's innovative practices are used to accumulate resources across space. Capitals that hold weight in the informal economy that dominates slums, townships and favelas differ from influential capitals, like educational credentials, that have power in the formal labour market. However, Bourdieu's notion of a 'field' is not entirely applicable to conditions in the global south, where fields are particularly uncoordinated, as the state's power is partial in some spaces and markets are fragmented. Rather than thinking of South African and broader global south youth

livelihoods as produced through fields, they are better envisioned as forged across mainstream and peripheral, translocal sub-fields, operating between physical places that include central business districts, suburbs, townships/slums and rural areas. Translocal sub-fields are local sites of exchange where practices play out and capitals are utilised, in a relationship with other connected spaces. While this approach concentrates on the global south, making particular and extended reference to South Africa, it has increasing importance for youth everywhere, as flexibilised capitalism exacerbates the precarity of livelihoods and wage labour becomes ever more insecure worldwide. This theoretical paper raises questions about what an appropriate educational theory, that complements an approach to spatialised youth livelihoods, could look like. Research on employment, employability and labour markets has implicitly or explicitly leaned on Human Capital Theory, despite research showing that the notion that 'more learning equals more earning' is inherently flawed. I make some suggestions about what such a theory might look like, again visiting some of Bourdieu's key concepts.

**DAVIS, JASON**

Durban University of Technology (DUT)

***Opportunity cost: a threshold concept and gateway to entrepreneurial thinking – Don't leave it to tertiary level [F2F (I)]***

Too often the subject of economics is, at best, left to high school for those who choose it, but most students entering the management and accounting fields at tertiary level have to grapple with economic concepts they have no reference to. This paper evaluates a program developed at the University of Illinois, where upper elementary and middle grades are taught economic concepts through a sequential curriculum - called The Economic and Entrepreneurship Education Program (TEEP). This is an after-school program for grades 5-7 that provides children with the knowledge and skills needed to open doors of opportunity in the working world. The focus is on teaching foundational economic decision-making skills and introducing learners to the opportunities they can build for themselves through entrepreneurship. The evaluation is triangulated from comments from parents and instructors, quantitative analysis of pre- and post-test scores, and student feedback in 2019. All the evidence points to a conceptual understanding of opportunity cost, a key threshold concept in economics but also to the success of active learning activities within the program that led to students being able to internalise economic concepts that lead to entrepreneurial thinking. Once they had grasped the key concept of opportunity cost, proxied by savings in the study, this enabled students to become aware of the possibility of saving to buy better product later, or saving to start a business such as selling sweets.

**DE BEER, JOSEF**

University of the Western Cape

***The affordances of indigenous knowledge in a decolonized curriculum: Different perspectives [F2F (I)]***

A colonized curriculum, which is typically characterized by its unrepresentative, inaccessible, and privileged nature, often prevents students from identifying with its values and contents (Hack, 2020). The decolonization of the curriculum debate received new momentum in South Africa with the student protests in 2015, yet there is no agreement amongst scholars and curriculum developers on how such decolonialization should occur. Some scholars argue for an inclusive curriculum, which would allow epistemological access to culturally diverse students. For others, an inclusive curriculum is not enough, as such critics claim that it is an attempt to cut politics and power out of the equation. The latter authors emphasize that power relations in the curriculum should be acknowledged. Against this background, the author in this paper shares various views on how indigenous knowledge could enhance an attempt to decolonize the natural sciences school curriculum. Various

perspectives on the relationship between western science and indigenous knowledge are discussed, i.e., the inclusive-, exclusive - and overlapping domain outlooks. The argument for the inclusion of indigenous knowledge in the school curriculum is based on Embodied, Situated and Distributed Cognition (Hardy-Vallee & Payette, 2008) as a theoretical lens. The author furthermore discusses the conundrum of aligning the tenets of respectively western science and indigenous knowledge in the science classroom (De Beer, 2019), and whether validation of indigenous knowledge is acceptable practice.

**DE BEER, Josef & MENTZ, Elsa & PETERSEN Neal**

University of the Western Cape & SDL, North-West University (NWU) & SDL North-West University (**CHAIR: Prof. Rajendran Govender**)

***The affordances of virtual online excursions in pre-service teacher education [F2F (P)]***

**Chair and discussant:** Prof Rajendran Govender

The Covid-19 pandemic confronted Higher Education Institutions (HEIs) with both challenges and opportunities in their teacher education programmes. Since 2007, face-to-face student-teacher excursions became part of the B.Ed. programme offering of the University of Johannesburg, and since 2016 of the North-West University. Research by De Beer and Henning (2011), and De Beer, Petersen and Dunbar-Krige (2012) showed that such excursions hold affordances such as providing a different learning environment for personal and professional development, improving student-lecturer relationships, providing student teachers with more nuanced understandings of inclusive education, and dealing with cultural diversity in the classroom, and learning about different semiotic tools for teaching and learning. The NWU responded to the Covid-19 pandemic by adapting the face-to-face excursions, to online virtual excursions. These synchronous events were underpinned by problem-based and cooperative learning principles, utilising a Zoom platform. In this paper, the authors discuss empirical findings on how the virtual excursion impacted student teachers' perceptions of their own self-directed learning. In the paper, the authors show how the design principles were aligned to Knowles' (1975) definition of self-directed learning. A total of 1220 students provided consent to participate in the research in 2021, and they were asked to complete the Self-Directed Learning Instrument (SDLI) by Cheng et al. (2010). The SDLI was administered before and after the virtual excursion. The SDLI measures four domains, namely students' learning motivation, planning and implementation, self-monitoring, and interpersonal communication. The findings show a practical significant difference of medium effect for all four categories, thus highlighting the potential of such virtual excursions to enhance self-directed learning.

**DE KOCK, JINNIE & AMERICA, CARINA**

Stellenbosch University

***Peer tutoring as an intervention strategy in the senior phase: understanding and implementing accounting concepts***

There appears to be a limited understanding of the accounting part of the financial literacy section in Economic and Management Sciences (EMS) within the senior phase of the South African school system. The purpose of this study was to investigate the intervention of Peer-Assisted learning (PAL) and the use of tutors specifically for accounting concepts and implementation. Our supposition is that if PAL is facilitated, implemented, and fostered in accounting, it might be beneficial to both teachers and learners (MacMahon, 2019; Fong, 2016) to facilitate the understanding of concepts and improve assessment. Quantitative data was collected using a questionnaire as well as a pre- and post-test. Data was analysed by using a computer software programme STATISTICA. The findings of this study showed that PAL enhances learners' understanding of accounting concepts. As learners' knowledge and

understanding improved, their enjoyment of the subject increased, academic performance improved, and their attitude towards accounting changed from negative to positive, leading to a boost in confidence in the subject. These findings could be important in understanding the need for and value of PAL to learner success in the accounting part of EMS.

### **DELUBOM, NOSIPHIWO**

Nelson Mandela University

#### ***Positioning students with disabilities at the centre of learning and teaching during the online learning [F2F (I)]***

During the rise of the Covid-19 pandemic, almost all South African public universities opted and developed strategies to continue with learning and teaching online using different platforms. During the development of these strategies, students with disabilities were not put at the core of planning. It was for that cause that the Disability Services Units found themselves at the centre of almost all engagements in the institutions, facilitating the inclusion of students with disabilities in all the plans for learning and teaching. This paper explored how the changing of spaces to conduct learning and teaching impacted students with disabilities in South African universities. Three universities were conveniently selected. Data was collected through interviews and document analysis. The existing literature on online learning was reviewed. The findings of this paper reveal that despite the successes of online learning, there are limitations that need to be considered to create more access to learning and teaching for students with disabilities, even post-pandemic. The paper also found that there is limited access and retention of students with disabilities in institutions of higher learning. Finally, the paper recommends that the Disability Services Units must continue to engage the academics regarding the inclusion and broad support of students with disabilities. It is also recommended that students with disabilities need to be engaged to understand their learning needs following the motto that says, 'Nothing about us, without us.'

**Keywords:** Strategies, students with disabilities, online learning, Disability Services Units, Access

### **DLAMINI, REUBEN**

University of the Witwatersrand, Wits School of Education

#### ***Towards a critical perspective on digitalisation and initial teacher education: Moving beyond the brick and mortar [F2F (I)]***

As the pandemic dispersed, immense pressure was placed on the transformation of the education sector which pushed the sector to fast-track the digital education strategy, especially sharing of resources and embracing ubiquitous learning. This necessitated the need for digital transformation, inclusive pedagogies, and reliable connectivity. However, the education sector finds the transition from the legacy traditional face-to-face approach, to digital education, daunting. The ongoing digital skills dearth among teachers threatens the fourth industrial revolution (4IR) progress and economic development in South Africa. In turn, this has a huge impact on learners in the public school system to develop their digital skills and competencies to effectively participate in the global economy, technology sector and social entrepreneurial activities. The intersection of digital skills and entrepreneurship has been the engine for creating new jobs, advancing innovation, and enhancing productivity. These three constructs: the creation of new jobs, advancing innovation and enhancing productivity are the imperatives of the National Development Plan (NDP). While the primary focus is on digital transformation as an education imperative, through Bernstein's (2000) pedagogic device lens, this paper examines the larger context and framing of digitalisation in education and cultural capital to

discern ways in which competencies [ecosystem of knowledge and skills] may be developed within the existing culture in the public-school system. Digitalisation in education entails the shift from the traditional face-to-face and often 'bricks and mortar' based to a hybrid approach to enhance access and learners' experience. Furthermore, this study answers the questions about the relationship of the technology to teaching and learning. This is driven by increasingly digitally savvy learners, their complex needs and demand for ubiquitous access to education. In reviewing the concept of digitalisation, the author noted that there is a need for a digital transformation framework guided by research-informed best practices on the intersection of digitalisation and initial teacher education. In addition, the role of digital technologies on inclusivity and social justice is huge and has far-reaching effects on social and economic inequalities.

**Keywords:** Digital Transformation, Digitisation, Education, Initial Teacher, Education, Digital Skills

**DLAMINI, REUBEN**

University of the Witwatersrand, Wits School of Education

***Beyond content delivery: The impact of learning spaces on transformative pedagogies to enhance learner experience [F2F (I)]***

Since the advent of pedagogies of engagement such as digital, transformative, and student-centred pedagogies, the discourse on the physical design of new learning spaces has increased. Creative educators who apply a multimodality and multiplicity approach in teaching and learning find the current outdated building structures limiting, as they favour a passive pedagogical approach. However, the drivers of teaching and learning must be grounded in scientific understanding of how people learn. Drawing from the socio-constructivist learning theory, this work explores the impact of learning spaces and structural deficits in the current 'brick and mortar' classroom to enable integrated learning activities and a constructivist approach to teaching and learning, as well as a social orientation approach to education. Using a variety of data sources, including published research articles in high-impact factor journals, and reports from reputable organizations with international standing. This work provides a comprehensive understanding of how 'learning spaces' contribute to pedagogies of engagement, social cohesion, and active learning strategies. Notably, the social-oriented approach emphasizes the importance of a collaborative and supportive environment, encouraging various interactions to actively construct knowledge and build communities of learning to expand access to diverse perspectives in the learning situation.

**Keywords:** Learning Spaces, Transformative Pedagogies, New Learning Spaces, Socio-Constructivist Learning, Education

**DIPPENAAR, HANLIE & BROWN, CLIVE JIMMY**

Cape Peninsula University of Technology  
CPUT & CPUT

***Enhancing teacher education quality: Comparative student reflections on well-being [OL (I)]***

This paper explores the mental health complexities that affected two groups of student-teachers hailing from two diverse campuses in a single-teacher education institution. Since COVID-19, online teaching has become the new norm as opposed to the traditional face-to-face learning modality. This shift has been impacted by myriad complex challenges that enable and constrain prospective teachers' professional development. The paper uses the five constructs of Seligman's (2002) positive psychology framework: (Positive Emotion, Engagement, Relationships, Meaning, and Achievement) to analyse students' experiences managing their mental health and well-being. A qualitative survey of 473 students constituted the data. The comparative biographical profile of these participants reveals a two-tier

experience of managing their own mental health and well-being. The study shows that students from one campus could continue their studies successfully online, despite barriers experienced. By contrast, students from the other campus were primarily constrained by a lack of readiness, limited family support, financial connectivity, and difficulty adjusting to the new pedagogy. Economic and cultural capital separates the experiences of these two groups and influences students' success. Findings indicate that future democratic, collaborative curriculum design must address both access and success as a social justice agenda.

**DOS REIS, KAREN & VENTER, ANTOINETTE**

Dos Reis and Venter Education Associates & Western Cape Education Department, University of the Western Cape

***Exploring the development of 21st-century skills of business education learners for employability in South Africa. [F2F (I)]***

South Africa has an enormous employment crisis with many people unemployed, resulting in our country being labelled as the most unequal society in the world. Youth unemployment is an estimated 63,9%. South African schools have a huge responsibility to ensure that learners are adequately prepared for the fourth industrial revolution and revolutions to come, and to cope in this rapidly changing world (Department of Basic Education, 2022). Hence, is the current traditional schooling system providing learners with the necessary competencies and skills to be employable? Our paper explored how the schooling system adequately prepares business education learners in the Further Education and Training (FET) phase with 21st-century skills as part of the requirements for employability. The theoretical framework was based on Fadel (2015), Kereluik, Mishra, Fahnoe and Terry (2013), and the World Economic Forum (2015) developed 21st-century learning and teaching frameworks, and literacies and competencies. This paper was developed in a critical education science paradigm and used a Participatory Action Research (PAR) design. The research sites included two high schools in the Western Cape Province, a quintile 1 school and a quintile 4 school. Both quantitative and qualitative data collection methods were used to triangulate and validate the data. One questionnaire and two reflection forms were used with the learner-participants. The quantitative data were analysed through the Statistical Package for the Social Sciences (SPSS) software, while the software package Atlas. ti. was used to analyse the qualitative data. Solving overly complex problems requires that learners have both fundamental skills (reading, writing and mathematics) and 21st-century skills (teamwork, problem-solving, research-gathering, time-management, information synthesising, and utilising high-tech tools) (Department of Basic Education, 2018). The findings highlight that the development of 21st-century skills should happen throughout the learners' schooling careers, and should be explicitly taught. Recommendations were proposed for learners, principals, teachers, and local, provincial, and national education authorities to develop and promote 21<sup>st</sup>-century skills in all learners.

**Keywords:** Learners, teachers, 21<sup>st</sup>-century skills, business education, employability

**DOH NUBIA, WALTERS**

Nelson Mandela University

***Responding to Covid-19 pandemic under prevailing inequalities: a contribution towards online research learning for the disenfranchised [F2F (I)]***

Much has been written about inequality in South Africa's higher education and its prevailing socioeconomic and political constructs. The entrenched extent to which inequalities are being reproduced through teaching and learning has been exposed and exacerbated by the Covid-19 pandemic. To mitigate its effects, universities swiftly turned online as they heralded the indispensable future of technology in education. This move by universities has come with an instrumentalist approach to teaching, which systematically excluded students already



disenfranchised by the socioeconomic demands of postgraduate education. This study ponders how the prevailing conditions associated with online learning could account for B.Ed. honours students' research learning needs at a comprehensive university? The work was situated within a qualitative research approach. The B.Ed. honours program ushers transition to postgraduate education and requires a one-on-one research learning interaction. The experiences of these students provided valuable insight into research learning under prevailing inequalities. Our findings revealed that research learning through online platforms is complicated and reflected deep social inequalities. As a platform for research learning, online learning requires a rethink within the parameters of South Africa's contextual realities, one that would be centred on the learning needs of the socially disenfranchised.

**DU PLESSIS, ANNELIZE**

University of Pretoria

***Learn, unlearn, and relearn: A design-thinking approach to inclusive online teaching and learning spaces***

Higher education institutions have been required to embrace, implement, and refine innovative virtual learning spaces to keep abreast not only with the 21st-century skills development of both lecturers and students, but also to assure inclusive and accessible online platforms. In this regard, a design-thinking approach was followed. The latter is not only human-centred in nature, but a problem-solving process whereby the inputs of both students and lecturers assisted a module coordinator to re-design online content and modes of delivery that were student-tailored to achieve an improved pass rate. Against this backdrop, the purpose of the study was two-fold. Firstly, to explore the online challenges first-year student-teachers had pertaining to module content and online modes of delivery, and second to incorporate feedback and suggestions from students to improve online inclusivity and accessibility. A qualitative research approach was followed and a descriptive case study design was utilised for the study. An online survey-based semi-structured questionnaire consisting of a set of qualitative open-ended questions was utilised. Data was collected from 998 participants who attended the compulsory core module in the first semester. Findings indicate that most of the students benefitted from the changes made to modes of delivery, academic and emotional support, online peer interaction, and accessibility of content. These findings have tangible implications for the planning and execution of online teaching and learning spaces that are student-centred in nature.

**DU PREEZ, PETRO**

North-West University

***Transformational social justice agendas: Some curriculum perspectives***

**Chair:** Lesley LE GRANGE

**Panellists:** Oscar KOOPMAN, Hilda ISRAEL, Dedrei GEDULD, Zayd WAGHID, Anja VISSER, Heloise SATHORAR

**Discussant:** Petro du Preez

Education, at any given time and space, is always in some form of transition, largely because it is so closely tied to turbulent economic, political, social, cultural, and other forces. The COVID-19 pandemic laid bare vast inequalities in South Africa which conjures the need to reconsider and re/figure transformational social justice agendas driving education, and that is driven by education. These social justice agendas include, but are not limited to; environmental justice, economic equality and poverty alleviation, access to resources, gender equity, racial equality, mitigation of xenophobia, promotion of the decolonial project, access to quality healthcare, etcetera. Speakers at this symposium will each respond to one or more of these transformational social agendas. They will allude to the social justice agendas and provide insights into it from a curriculum point of view. The following question will prompt the discussion: What type of curriculum thinking should we pursue when reconsidering and

re/constituting transformational social justice agendas that drive education, and that is (simultaneously) driven by education?

In the first paper, Oscar Koopman, re-thinks the roles of educators and researchers, and asks the important question ‘am ‘I’ doing enough to promote the ‘decolonisation’ of university curriculum’? Given the social and epistemic Western architecture of the modern-day African university, this question flows from an even broader and more fundamental question: Is the university beyond curriculum reform to promote epistemic justice? The second paper by Hilda Israel, builds on the first, as it asks what it means to be an African teacher and what it might mean to lead with African knowledge? The notion of ‘ukufundisa ukuhola’ (to teach is to lead) is explored alongside curriculum questions such as knowing what we teach, its purpose, how we teach and assess, and most importantly, how we know our students. In the third paper, Dedrei Geduld, brings our attention to ecological crises. She asks: Is the current curriculum made compulsory by the Department of Basic Education (DBE) in South Africa sufficiently meeting the needs of learners brought about by the impact of the ecological crisis on young children in communities of the urban and rural poor and working class? This crisis adds to the existing stress and traumas experienced by children in a context characterised by widening and deepening injustice, inequality, and poverty. Zayd Waghid addresses the question of technology in the fourth paper. He argues that the immense academic challenges associated with the current pandemic propelled university educators in the global south to search for innovative ways to use educational technology through which new knowledge can be co-constructed, transferred, and understood within higher education. Universities resorting to outdated approaches to teaching and learning, mainly resulting in asymmetrical and hierarchical power relations among educators and students, he contends, could be a corollary of the pandemic. The implications of such regression would seemingly undermine the realisation of responsible, ethical, and digitally literate global citizens within the context of the Fourth Industrial Revolution (4IR). In the fifth paper, Anja Visser, argues that human trafficking is more rampant today than it ever was; its existence accentuates economic inequalities that persist in the 21<sup>st</sup>-century, and it leads to an urgent outcry for social justice. Often trafficking victims suffer injustices in the distribution of resources and goods. They also suffer a lack of recognition. The question then is: how does the curriculum respond to social injustice in the context of trafficking? In the final paper, Heloise Sathorar, theorises what a humanising pedagogy could mean in changing times to ensure social justice. Our world is in a constant state of change and some of the changes bring with them, major disruptions. She argues that the Higher Education sector has seen its fair share of changes over the last ten years; with FeesMustFall, the COVID pandemic and the current electricity and water crises plaguing South Africa, impacting the core of the academic project: the curriculum. We have witnessed curriculum transformation to head the call for decolonised education, and we have seen the increased use of technology to overcome the challenges posed by the COVID pandemic. Amidst all the change, diverse students are still expected to engage and identify with the curriculum and this, once again, raises the question regarding the human centeredness of the curriculum. The question that remains critical is: How do we ensure that students remain critically engaged and active participants in the co-construction of knowledge – especially in times of change and crisis? After a brief 6-minute introduction by the panel chairperson, the six panellists will engage with the panel objective in 8-minute presentations. Thereafter, the panel discussant will draw on key issues raised by the presenters in a 6-minute presentation. The remaining time will be used for discussion with the audience.

**DZINOREVA, TENDAYI**  
University of Johannesburg

***Covid 19 and online learning in an uneven contextual and socio-economic terrain: Insights from Zimbabwe. [F2F (I)]***

The onset of Covid-19 was at a time when the Zimbabwean education system was already reeling under the effects of Cyclone Idai, the economic crisis, and many other challenges. On the 24 of March 2020, Zimbabwean schools closed in response to the global pandemic. The next time they opened was in June 2020. After this closure, many other periodic closures were experienced. The effects of the pandemic on education have seen educational technology discourse take centre stage globally. In Zimbabwe, the importance of online learning and teaching has become everyday news. Schools are being encouraged and, at times, ordered by the Ministry of Primary and Secondary Education, to take up online learning as the 'new normal.' The transition from face-to-face learning to online learning was quickly taken up by privately-owned institutions and this ensured continued learning for their students, using various technologies. However, the public sector continued to struggle under various challenges. Despite the opening of schools, technology-based education remains critical. This paper interrogates the implications of technological expansionism in an uneven contextual and socio-economic terrain. Using questionnaires and data collected from newspapers, a comparative analysis of private and public education sector experiences will be carried out in a bid to ascertain if there is a balance in terms of technology-based education. The implications which this has for the future of Zimbabwean education, particularly for public schools will also be explored.

**ENGELBRECHT, WERNER**

University of Johannesburg

***Pre-service teacher students' experience of a project-based design project facilitated online***

Intermediate Phase (Grades 4 to 6) teachers are expected to teach all the school subjects according to the policy on minimum requirements for programmes leading to qualifications in higher education for early childhood development. This means that all teachers being trained for teaching in the Intermediate Phase must be qualified for teaching STEM subjects. Locally in the intermediate phase, science and technology are taught together in a subject called science and technology. Pre-service Intermediate phase teacher students are exposed to project-based learning design activities aimed at exposing students to authentic technological practice in which they are expected to solve real-world technological problems to develop technological procedural knowledge. Traditionally these projects were facilitated face-to-face in a lecture room or workshop. Students would work together in small groups to design and make their solutions to a given technological problem. The national lockdown in March 2020, due to the Covid 19 pandemic and the subsequent moving of all lectures online by universities, meant that this traditional mode of facilitating project-based design activities was no longer feasible. The complete shift to online learning meant that the project-based design activities also needed to be facilitated online. The purpose of this study was to explore what the students' experience was of the project-based design project facilitated online and to what extent it was efficient in developing their technological procedural knowledge. A qualitative study (Merriam, 1998) was conducted in which students' portfolios and open-ended questionnaires were analysed. Indications are that the project-based design project facilitated online was experienced positively by students and that it contributed positively to enhancing their technological procedural knowledge.

**FELDMAN, JENNIFER**

Stellenbosch University

### ***“Technology is not created by the sky”: datafication and educator unease***

**[F2F (I)]**

This paper explores educator responses and agency as the rules of their professional world changed due to the Covid-19 pandemic's simultaneous and dramatic changes to public education. The first change was the well-documented 'online pivot' where teaching shifted to digital environments and the second, less well-documented, was the entrenching of public education privatisation as technical companies flooded educational institutions. This paper draws on data from four focus group discussions with a range of educators in diverse South African contexts, including urban and rural, affluent, and poor environments, schools, colleges, and universities. Framed by Archer's nuanced concept of agency, the paper shows how educators working within the structures of very stratified education contexts, negotiated their 'projects' even while the rules were being rewritten as the socio-technical systems in which they teach were - and are - being transformed in ways that are not yet fully understood. Control was a key issue as it became clear how much was outside the control of individual educators, as well as the entrenching of 'big tech', and stakeholder arrangements including private-state partnerships and the selection of tools and systems. Despite not being explicitly aware of the business models which shaped the datafication of their teaching systems, educators expressed discomfort and unease, while remaining reflexive and active agents with the ability to re-orientate a course of action even within narrow and covert parameters.

**FERGUSON, ROBIN**

Rhodes University

### ***A pedagogy of love: Reflections on 25 years of informal vocational education and training practices in the changing spaces and places in the commercial fishing industry***

Most workers on I&J Limited fishing trawlers do not receive formal VET. Accordingly, it is important to ask what practices enable or constrain informal VET (IVET) programmes, and how to scale and transfer IVET. These questions were explored in a case study focussed on the Sea-going Production Programme (PP), which was one of ten IVET programmes run by the researcher for I&J over 25 years. The Theory of Practice Architectures (TPA) embedded in a Theory of Education was the conceptual framework which rendered visible, the invisible practices (sayings/thinkings, doings and relatings) and practice architectures of the PP. Nine sources of data were generated. These were analysed using a TPA heuristic called 'Tables of Invention'. Two findings were made, one was methodological, and the other theoretical. Together, these enable an educator to create, teach and assess IVET, and transfer it to another site and/or take IVET to scale. This work is significant because it pioneered pedagogies in evolving spaces and places over time which enabled the provision of IVET to hundreds of multi-lingual workers on different ships who had low levels of literacies and limited ICT-connectivity. The PP commenced before Covid-19. The pandemic precipitated rapid pedagogical and technical innovation which enabled online education at sea for the first time. Beneath and beyond the pandemic these innovations meant that the inclusiveness and availability of IVET to seafarers increased exponentially. Considering the findings of this research, possibilities for education for sustainability towards the attainment of the SDGs, allow for those excluded from formal VET to receive IVET and achieve 'an education to live well' for 'a world worth living in'.

**NALEDI FILITA, & JITA, THUTHUKILE**

University of the Free State

### ***The use of information and communication technology in the teaching of Sesotho as a home language***

This paper focuses on the use of information and communication technology (ICT) in the teaching of Sesotho as a home language. It seeks to answer the central question: 'To what

extent have schools in South Africa embraced ICT in the teaching of Sesotho', and 'what should be done to promote more effective adoption of ICT in the teaching of Sesotho as an indigenous language?' The study employed a qualitative approach. Twelve teachers from a cohort of two Sesotho clusters of secondary schools in a selected district were recruited to take part in the study as participants by providing their first semester (January to May 2019) lesson plans. From these twelve, four were further selected to participate in semi-structured interviews. The views elicited during the interviews were categorised into themes. The constructivism theory provided the theoretical foundation and guided the study. Our significant findings indicate disparities across schools in the extent to which they have embraced ICT-based instructional practices. This discrepancy may be explained in terms of lack of ICT training among teachers and the, shortage of resources among schools. In line with these findings, we recommend that the Department of Education capacitates schools by continuously training, motivating, and resourcing teachers.

### **FONGWA, SAMUEL & MNCWANGO, BONGIWE**

Human Sciences Research Council & Human Sciences Research Council

#### ***How well are South Africa's natural scientists doing in the labour market? An evaluation of factors affecting the outcome of natural science graduates [F2F (I)]***

Understanding the experiences of graduates within the economy is critical in enhancing the relationship between employers' skills demands, graduates' aspirations and skills development endeavours at post-secondary and training institutions. This relationship is even more important within the context of rising levels of graduate and youth unemployment on the one hand, and persistent reports of skills shortages on the other. With the drive towards a knowledge economy within the changing South African skills landscape, fostered by global advancement in technology, the natural sciences have received even more attention. While there have been significant interventions to increase the pool of STEM enrolments and graduates, the important question is how these graduates are performing within the labour market. The study adopted a mixed methods approach, drawing from a wide range of data sources, including the Quarterly Labour Force Survey, a 2020 survey of natural science professionals on the SACNASP database, as well as qualitative interviews with a range of natural science stakeholders, including employers, graduates, and university lecturers, to examine the employment outcomes of natural science graduates within the South African labour market. The analysis shows that while most natural science graduates successfully transition into the labour market, personal, institutional, organisational, and economic factors all combine to influence how graduates transition into employment or self-employment.

### **GCABASHE, NDUDUZO BRIAN**

University of South Africa

#### ***Business studies teachers' utilization of WhatsApp application for instructional purposes in selected rural-based schools in KwaZulu Natal, South Africa***

##### ***[F2F (I)]***

Social media continues to infiltrate different sectors, including the education sector. As a result, teachers find themselves employing various social media tools, such as the WhatsApp application, in their instructional practices. This study investigated the integration of WhatsApp by business studies teachers from selected rural-based schools in South Africa. This is a qualitative study that adopted the interpretivism paradigm. Purposive sampling was used to select four business studies teachers to participate in the study. Individual face-face semi-structured interviews were used to collect data from the participants. Thematic analysis was employed to analyse data. The study found that business studies teachers utilize WhatsApp in their instructional practices, however, not all learners have full access to smartphones, as a result, they end being excluded from educational activities that take place through WhatsApp. The study also revealed that business studies teachers believe that the utilization

of WhatsApp for teaching and learning in the classroom distract learners during the learning process, but teachers conceded that the utilization of WhatsApp contributed immensely to learners' learning. The study recommended that the utilization of WhatsApp in business studies classrooms should be strengthened, and teachers should develop strict regulations to ensure that meaningful learning occurs when WhatsApp is integrated into the classroom.

**Keywords:** Business Studies, Information and Communication Technologies, Teachers, WhatsApp.

**GEDULD, DEIDRE**

Nelson Mandela University

***Raising ecological awareness and creating critical consciousness regarding earth stewardship in B.Ed. Programmes [F2F (I)]***

This paper is the result of a critical reflective inquiry into the B.Ed. curriculum – specifically the education theory modules offered within the Faculty of Education (FoE) at Nelson Mandela University. The FoE curriculum is underpinned by a humanising pedagogy (HP) within a critical paradigm. The dialectical relationship between institutionalised education and ecological consciousness is central to this paper's inquiry. This journeying into ecological consciousness has led to the following questions: Does any of the education theory modules in the current B. Ed. programmes focus on raising ecological awareness and how can such modules be designed and delivered in a way that nurtures ecological intelligence, ecological consciousness, and more importantly, ecological activism amongst our undergraduate student teachers? South Africa's poor record in basic environmental literacies and practices begs for intervention through teacher education, and encourages us to investigate how an ecological awareness can be addressed through the education theory modules in our B Ed Programmes. This paper concludes that the application of ecopedagogy, that is highly experiential by design and delivery is a necessary imperative in teacher education to address the ecological crisis threatening South Africa. The overall inquiry also leads to a place of acknowledging the challenges of nurturing ecological awareness within modern sociocultural contexts that can be systemically ecocidal. We propose an ecopedagogy to cultivate and develop an appreciation of stewardship for the earth. It shapes and encourages an ecological consciousness by creating knowledge not as a device for the government or the corporate, but for the community which needs to understand their relationship with the earth.

**GEDULD, DEIDRE & NTHIMBANE, KOKETSO**

Nelson Mandela University & Nelson Mandela University

***Foundation phase teachers' and educational coding and robotics: an exploration into attitudes, proficiency, and intentions [F2F (I)]***

When using educational coding and robotics, pupils can develop their abilities in several learning areas such as language, mathematics, life, and computer skills. The chief purpose of this prospective investigation is to explore the influence of an educational coding and robotics professional development workshop, and subsequent implementation of educational coding and robotics by South African foundation phase teachers. Furthermore, the study seeks to uncover their attitudes about their proficiency in teaching educational coding and robotics, the value (usefulness), and their aspiration to use it (intention). The questions that will be answered in this investigation focus on the proficiency, usefulness, intention, implementation, and nature of learning in a PLC created for educational coding and robotics. The study will employ an eighteen-question survey before and after the professional development workshop. The survey will be administered a third time after the teachers have had an opportunity to establish a professional learning community and use robotics with learners. Finally, to broaden

and illuminate the quantitative data, all the teachers will be interviewed. There are many sides to using coding and robotics for young learners. However, I hypothesise that the overall results from the prospective study will lean toward the position that the benefits of educational robotics are more numerous than the negative aspects of this type of instructional technology in education.

**GOVENDER, RAJENDRAN**

Education, University of the Western Cape (UWC)

***Exploring innovative pedagogical practices using ICTs across beginner teacher development programmes [F2F (I)]***

The study was aimed at exploring innovative pedagogical practices by firstly gaining insights into the current pedagogical and assessment practices in the Faculty of Education at the UWC. By working in a socio-constructivist paradigm, the study also aimed at conceptually unpacking innovative pedagogical practices in the light of expectancies for online and blended tuition in beginner teacher development programmes. An underpinning driver for the study was to inform suggestions towards appropriate pedagogies that link social justice/socially just pedagogy to the concept of culturally responsive pedagogy. This is to embed social justice issues within the knowledge, skills, and dispositions of teacher education programmes. Findings that emanated from the survey and semi-structured interviews, provided departmental specific pedagogical profiles, and overviews of current assessment practices. The survey data offered scope for a gap analysis and the visual presentation of the findings. Pedagogical practice was mostly characterised by discussion, lectures and explanations, and narration of concepts, whereas action-oriented activities, critical analysis, inquiry-based investigations, observation, and problem-based strategies were not prominent. The study confirmed the need for a focus shift from technology per se, to technology as supporting tool for the enhancement of pedagogy and assessment practices. Prominent recommendations were made to inform a change strategy towards the enhancement of practices in beginner teacher development programmes.

**GOVENDAR, SAMANTHA & MAPHALALA, MC**

University of Zululand & Durban University of Technology

***Investigating pedagogical paradigm shift in the 21st-century teaching and learning in South Africa secondary schools [OL (I)]***

The aim of this study was to examine if any pedagogical paradigm shift has taken place in enhancing authentic teaching and learning in secondary schools. It explored the pedagogical practices currently employed in secondary schools. The theory underpinning the study was the 21st-century pedagogy for teaching and learning. A qualitative research design was adopted and data was generated from three secondary schools, consisting of 30 learners through focus group discussion and six teachers using semi-structured interviews. This sample was purposively selected by virtue of having and using digital computer technologies. An observation of 6 lessons was conducted and data was analysed using an inductive thematic framework. By adopting an interpretivist paradigm, this data was collected using participant observation as the main data-collection instrument for this study, triangulated with semi-structured teacher-and learner-focus groups and interviews. The findings revealed that 'old' teacher-centred pedagogies continued unabated as the common instructional style and promoted learner-passiveness. It compromised on active learner-academic performance and making a meaningful, significant intellectual achievement. This resulted in production of 'mediocre' human capital, ill-prepared to face the fourth industrial revolution (4IR) challenges. This article recommends further research in areas pertaining to pedagogical shifts in line with digitalization of the world economy and education.

**GOVENDER, SURESHNEE**

Gauteng Department of Education

***Towards implementing gender equality policies in achieving Sustainable Development Goal Five in the Sedibeng District Municipality [IOL (I)]***

Inequality and injustice practices have generated a robust discussion in the educational system in the recent political landscape and their elimination and reduction locally and globally have been remarkably slow. The literature claims that gender-based inequalities are a universal and pervasive characteristic of all societies today and in history. Women have been discriminated against in various aspects compared to their male counterparts in education. Educationists are required to participate in several areas in educational institutions, however, it is found that women are provided with fewer participation opportunities and hence it has led to the frequency and prevalence of gender inequality and injustice. South Africa may have universally respected theories and policies regarding gender equality and justice, but the lack of resources and the coordination of the integrated framework, with clear lines of communication and accountability, is likely to render the implementation of sexual equality and justice ineffective. Since South Africa transitioned to democracy, its government's efforts to advance gender equality and justice have been held up as a beacon of good practice across the world. However, the reality of women's experience in South Africa, especially in education, has been insufficiently addressed and casts doubt on the country's celebrated gender achievements. The focus of this study was to interrogate gender equality and examine the gender equality policies in Sedibeng District, Department of Education municipality. The study was used to make recommendations for the implementation of gender equality in the municipality and on aligning efforts to the Sustainable Development Goal Five, which aims to achieve gender equality by ending all forms of discrimination, violence, and any harmful practices against women and girls in the public private spheres. It also calls for the full participation of women and equal opportunities for women leadership at all levels of political and economic decision-making. This study involves the analysis and interpretation of data such as gender statistics, workplace skills plans, and other relevant information within the Sedibeng District Municipality. The main objective of this study is: to explore the practices applied for promoting gender equality and to provide relevant opportunities for women empowerment in the workplace.

The overarching research question/s that guided this investigation is: What are the activities used to promote gender equality in the workplace?

I employed a quantitative approach, using questionnaires, to elicit the responses of 51 employees, who were employed in the municipality. I ensured that the demographic profile of the municipality was considered for the selection of the sample. The questionnaire was distributed utilizing stratified sampling mechanisms. Stratified sampling forms part of this research study and will be in terms of hierarchy and gender. The strata considered for sampling will be within the boundaries of the hierarchical structure of the workplace in Sedibeng District Municipality i.e., top/senior management, middle management, and lower management. The quantitative approach assisted in the collection of valuable data, which give inclinations as to what affects the mobility of women to top leadership positions. The study found that the employees had high awareness of the gender equality policy aspirations. The aspirations can be expressed as a world where women are at par with men in terms of treatment, opportunities, expectations, and capabilities. The study also found that Sedibeng District Municipality had considerably progressed in implementing and aligning to SDG goal 5 its gender equality policy although problems still lingered: the attitude of male employees still lagged, the work environment language still lagged, and there is no uniform treatment of stakeholders concerning the policy. It is recommended that the high awareness of gender equality aspirations within the organization must be used as a platform to rally employees



towards the transformation of mindsets, particularly of men within the organization to secure relevant commitment to gender equality implementation.

**GOW, MELANIE & LAMPEN, ERNA**

Brombacher and Associates & Stellenbosch University

***What is, and what could be. A teacher's perception of her mental mathematics practice [F2F (I)]***

Current technology makes obsolete the need to remember any but the simplest calculation facts (Wolfram, 2010). In response and anticipation of the human role in the 21<sup>ST</sup>-century, leading countries require the development of critical thinking, problem-solving, and reasoning skills as the pervasive objective of school mathematics curricula. This qualitative case study of a teacher's perception of her mental mathematics teaching practice (MMTP) analysed a foundation phase teacher's reflection on her MMTP, stimulated by lesson video recordings and reflected on in semi-structured interviews. The findings suggest reflection on practice, using the lens (and vocabulary) of mathematical proficiency, may provide a basis for change of teachers' MMTP as it enabled teachers to identify and value numerical reasoning beyond factual knowing, and to communicate perceptions between existing practice, what is and desired practice, what could be.

**GRANT, CALLIE**

Rhodes University

***Educational leadership preparation and development in southern Africa: Hope for the transformation of our educational institutions? [F2F (I)]***

How do we address the challenges and embrace the opportunities facing education in South Africa today and in the future? One response is a focus on educational leadership, considered fundamental to successful schooling and higher education. Importantly though, educational leadership as conceptualised in this paper is distributed in nature, involving multiple leaders in the complex, contested and unpredictable socio-cultural leadership practice. Furthermore, the purpose of educational leadership must be a more inclusive, equitable and socially just institution as a microcosm of the broader society. Currently though, little attention is given to the preparation and development of southern African educational leaders; school principals, learners, and university heads of department alike. Leadership preparation and development, where it is provided, is often individual, informal, random, and variable, setting school leaders up for possible failure. The paper argues that serious consideration must be given to the preparation and development of educational leaders if we hope to transform our schools and universities. To do so, it draws on three research projects to mount the case; i) a study exploring the leadership socialisation of school principals and deputy principals across four countries in southern Africa, ii) a learner leadership study, designed as a formative intervention and iii) a higher education study exploring the head of department role through a distributed leadership lens.

**GQOLI-MTENGWANE, NELISWA**

Walter Sisulu University

***Practitioner perceptions on the use of technology in rural early childhood development classrooms [OL (I)]***

The study explored practitioner perceptions on the use of technology in teaching, in rural early childhood development (ECD) classrooms in OR Tambo District, Eastern Cape Province. Technology is primarily used in classrooms to teach and reinforce fundamental academic concepts, however, most ECD centres especially those that are situated in rural areas do not infuse technology in their teaching. This was a qualitative study that investigated how practitioners of rural ECD centres view the use of technology in their teaching. The study was

underpinned by Mishra and Koehler's (2006) theoretical framework, Technological Pedagogical Content Knowledge (TPACK), which provides practitioners with the understanding of how technology can be used pedagogically, in ways that are appropriate to the subject(s) being taught (Koehler, Mishra, Kereluik, et al., 2014). The participants for the study included two practitioners that were purposefully selected from the two rural ECD centres of OR Tambo Inland District, Eastern Cape Province, selected as information-rich participants related to the phenomenon of interest (practitioner conceptions on the use of technology), making a total of four practitioners (purposive sampling). The data for the study was collected through semi-structured interviews. Data collected were analysed using thematic analysis in which themes and sub-themes were developed. The findings of the study revealed that practitioners in rural ECD centres lack knowledge and understanding of how to infuse technology in their teaching. Therefore, the study recommends that the Department of Basic Education should foster early childhood mathematics teacher education programs that incorporate the use of technology in mathematics.

**GUMBO, MISHACK T & NTULI, CYNTHIA HS**

University of South Africa

***Assessing the effect of quality tutor support service through the integrated tutor model at the University of South Africa [F2F (I)]***

The demand for university education has put tremendous pressure on institutions of higher learning to provide access and quality student support. Increased access to higher education should not compromise the quality of student support service. Tutorial support in Open Distance Learning (ODL) is one of the support services used by institutions to ensure that students are supported with a purpose to increase academic access and participation. An Integrated Tutor Model (ITM) was used over the years for this purpose at the University of South Africa (Unisa). The aim of this paper is to assess the quality of tutorial support service offered through the ITM at Unisa. As the word, 'integrated' would suggest, the ITM model is the integration of the face-to-face and online tutor system adopted by Unisa. A purposive sampling technique was used to select students who participated in the study. Qualitative data were collected through individual and focus group interviews and document analysis. The findings of this study reveal that there were differing opinions regarding the quality of the ITM. The paper would inform the relevant stakeholders, especially the institutional leadership about the gaps in the ITM.

**Keywords:** Tutoring, Open distance learning, integrated tutor model and quality.

**HAMANA, KHAYALETHU SEBASTIAN**

University of the Western Cape

***Addressing the puzzle of democratisation and educational exclusion: The case of educational reform in South Africa and the Czech Republic, from 1990 to 2010. [F2F (I)]***

The fall of the Berlin Wall in 1989, the inauguration of the Velvet Revolution in Czechoslovakia in 1989, the collapse of the Soviet Union in 1991, and the ending of apartheid in South Africa in 1994, brought South Africa and the Czech Republic within a common neoliberal global framework in which a set of ideas — neoliberalism — came to dominate economics and government and, indirectly, education. Neoliberals argued that the economy should be left to the market and governments should give up trying to have economic or industrial policies. The World Declaration on Education for All, adopted in Jomtien, Thailand (1990), sets out an overall vision: universalising access to education for all children, youth, and adults, and promoting equity. This means being proactive in identifying the barriers that many children encounter in accessing educational opportunities and identifying the resources needed to overcome those barriers. This paper which is located within the sub-theme: Transformational social justice agendas, shows the ways in which neoliberalism, in the era of globalisation and democratisation has influenced education policy reform in two different contexts: South Africa

and the Czech Republic. It addresses the puzzle of democratisation and educational exclusion of the poor and marginalised children in the two states under study from 1990 to 2010. In this paper, inclusive education is primarily viewed through a sociological lens, which ensures that explicit attention is focused on identifying and dismantling exclusionary and marginalising structures and resisting exclusionary practices that are prevalent in schools as institutions and classrooms. The sociological understanding of inclusive education, serves to historicise, rather than to psychologise, the issue of educational exclusion. The question at stake is: Why, in a context of democratisation, did South Africa and the Czech Republic, with such different cultural, political, and economic contexts, adopt and implement exclusionary neoliberal education reforms which perpetuate poverty and inequality in the two states? **Keywords:** Globalisation, Neoliberalism, Education Reform, Inclusive Education Policy, Comparative Education Research, Critical Theory.

**HANNA, HELEN**

University of Manchester, UK

***Using creative research methods to respond to South Africa's educational challenges: Recognising the value of silences and absences in research with migrant learners [F2F (I)]***

This presentation will consider the findings of research between 2016-2019. It explores how inclusion of new migrant children in education is understood by primary school learners in the Western Cape, using creative methods such as graphic novels and photography. These methods have been suggested as a way of ensuring wider inclusion of minority voices in research and, ultimately, a way of ensuring the needs of diverse children are met. South Africa has been a country of migration for many centuries. Currently, there are estimated to be 2.5 million residents, including children, who were born outside South Africa. Immigrants are frequently blamed for the country's economic problems, underdevelopment, and crime, and are victims of xenophobic attacks. Despite the vision of building national unity and the 'rainbow nation' of people of all races, ethnicities, and cultures, it has been argued that such a 'rainbow' does not include those born outside South Africa's borders. While children are often at the forefront of working out what it means to be a new arrival in a different country, little research is focused on their own perspectives as migrants, learners, and children, potentially due to the perceived difficulties in accessing their voices. Therefore, this presentation considers the value of creative methods in such fieldwork. It examines how silences and absences may be used by participants as a way of avoiding topics that were sensitive or banal, or irrelevant to them, including race and racism. Ultimately, it argues that the concepts of silence and absence should be considered more carefully when using creative methods as research tools, as a step towards enabling children to engage with storytelling in a way that is more reflective of their own multivocal stories, and as a way of ensuring policy and practice in South Africa are aimed at meeting their diverse needs.

**Keywords:** Picturebook, multivocality, silence, absence representation, migrant, primary education

**HARDMAN, JOANNE**

School of Education, University of Cape Town

***Vygotsky's decolonial pedagogical legacy in the 21<sup>st</sup>-century: back to the future [F2F (I)]***

This largely theoretical paper traces the continued influence that the work of Vygotsky has in studying teaching/learning in schools. The advent of the 21<sup>st</sup>-century has led to a call for novel pedagogical models to enable children to think in ways pertinent to our technologically based societies. Currently, the 4th industrial revolution is playing out against the backdrop of climate change, a rise in right-wing movements, and a call for decolonial education to challenge the hegemony of a colonial worldview. This paper presents an argument for how Vygotsky and

the work of the neo-Vygotskians does not require a novel pedagogy, but rather, that we reclaim its relevance for the 21<sup>st</sup>-century, illustrating how the concepts underpinning it can be used to decolonize contemporary pedagogy. The paper foregrounds aspects of Vygotsky's work and draws on Hedegaard's further developments to argue for a decolonial pedagogy that arises from this knowledge base. The problematic, addressed in this paper, relates to schooling in the 4th industrial revolution and suggests that schooling today must be about more than the acquisition of academic content; it must be geared toward developing critical, collaborative forms of thought capable of transforming both the child and the world. In this paper, I argue for the foundation of such a schooling in the work of Vygotsky and the neo-Vygotskians, by articulating a decolonial pedagogy grounded on this body of work.

**HARDMAN, JOANE & KANJEE, ANIL**

University of Cape Town & Tshwane University of Technology

***Implications of COVID-19 school reform plan measures on pedagogical practices across fee and no-fee schools [F2F (I)]***

Following the reopening of schools after the national lockdown in March 2020, the DBE implemented the School Reform Plan to mitigate the impact of the COVID-19 pandemic on loss of learning and teaching in schools. The key measures introduced included: a revised school calendar, rotational timetabling, the 'trimmed curriculum', and new assessment guidelines. Notwithstanding challenges in translating of policy into practice, these new measures have the potential to challenge existing discourses and practices that dominate teaching and learning in schools. However, these measures required teachers and school managers to respond to a range of new and/or additional demands impacting on their daily practice. Inevitably, their responses varied widely depending on a range of factors, the most critical of which pertains to issues of equity and capacity. However, limited information is available on the extent to which these measures have impacted on pedagogical practices across the different poverty quintile schools. Data was obtained from 1098 teachers and analysed using Cultural Historical Activity Theory as the framework. This paper reports on the extent to which the School Reform Plan impacted on the perceptions and practices of school management team members and teachers across fee and no-fee schools to: (i) ascertain implications for conceptualising and sustaining evolving assessment practices that challenge embedded performativity regimes; and (ii) identify innovative practices that challenge current orthodoxies in schooling, and which enhance pedagogical practices that address the specific learning needs of all learners, especially those from poor and marginalised backgrounds.

**HARDMAN, JOANNE & LILLEY, WARREN**

School of Education UCT & School of Education UCT

***iLearn? Investigating dialogical interaction with iPads in mathematics lessons [F2F (I)]***

There is a significant body of research that indicates that the use of iPads to learn mathematics in elementary school motivates students to learn. This is particularly important in a subject such as mathematics, which has a large dropout rate. If iPads can motivate students to learn, and motivation is central to learning, they can be used as tools to enable students to acquire mathematical concept. Exceptionally low mathematical attainment in international benchmarking tests of mathematics in South Africa led us to investigate the potential that the mobility of the iPad provided for children to learn how to reason using what Mercer calls 'exploratory' talk, a form of dialogical interaction indicative of reasoning. This paper draws on the work of Mercer in relation to peer talk with technology and Vygotsky's notion of mediation of scientific concepts, to investigate two Grade 6 classrooms in two schools where students are learning mathematics using iPads. In this multiple case study, we videotaped children during mathematics lessons where they used iPads to solve mathematical problems and transcribed this data. Findings indicate that the iPads across both contexts facilitate what

Mercer calls exploratory talk among students. This type of talk is associated with a true dialogical engagement with problem solving, reasoning, and, therefore, with learning.

### **HEMSON, CRISPIN**

International Centre of Nonviolence

#### ***Educating for peace in a context of violence [F2F (I)]***

How do we educate educators to promote peace in a society caught in extremely high levels of violence? The presentation sets out findings from an action research study that involved training facilitators for dialogues that promote peace in KwaZulu-Natal, in response to the events of July 2021. A short course, primarily online, involved 35 participants, ranging from academics and senior students to community activists. The presentation draws on the analysis of field notes and video recordings of participant and staff interactions, using Bourdieu's concepts of habitus and fields of practice. One theme derived from the study is the critical need to build a sense of education as a safe space within which participants can move from defensive reactions towards listening and reflection. The second theme is the slowness of development, which raised questions about the nature of habitus in the context of chronic violence. Encouraging participants to generate and assess questions for dialogues proved to be effective in enabling them to think through the issues of such dialogues. The study has major implications for how we develop student teachers (for schools, adult education, and workplaces), given a need within teacher education to equip students for addressing violence within education, and in the contexts within which learning takes place.

### **HENDON, EVAN**

Centre for Education Rights and Transformation

#### ***Does the current higher education funding regime incentivise research needed to support the teaching and learning needs of students in public universities in South Africa post-pandemic? [F2F (I)]***

Challenges in student learning and academic teaching in the South African higher education sector during the COVID-19 pandemic will be felt by students and universities for years to come. There has been an increase in research outputs in the higher education sector in recent years, due to incentives created through the higher education funding scheme. This paper aims to investigate how trends in the scholarship of teaching and learning in South African public universities developed half a decade before and through the COVID-19 pandemic. The South African higher education funding formula's emphasis on throughputs and research outputs compounded by the decrease in governmental funding has been widely discussed and researched. This paper will look at how incentives created by the funding formula have contributed to the scholarship of teaching and learning from 2015 through the pandemic. The paper will argue that the current funding formula should be reconsidered to incentivise specific scholarship in teaching and learning to address the student learning needs created because of the pandemic. The paper will review the annual South African National Survey of Research and Experimental Development reports, in addition to the Department of Higher Education Research Output reports in relation to changes in the funding scheme, and national incentives to promote research in public universities since 2015. This research considers how government should have funding formulas based on institutional need rather than sectoral priorities.

### **HENDON, EVAN**

Centre for Education Rights and Transformation

***The impact of the higher education funding formula and move to third stream income development on quality academic teaching, learning, and research at historically disadvantaged universities [OL (I)]***

Institutional inequities in the South African higher education system remain entrenched throughout the sector with negative consequences for historically disadvantaged universities and the students who attend them. These inequities are present in the vast diversity in the quality of teaching, learning, and impact research taking place across the sector. Without proper structural governmental interventions that focus on the specific needs of disadvantaged universities in responding to the impact of COVID-19 on teaching and learning, these institutional inequities will continue to amplify in a post-pandemic South Africa. The South African higher education funding formula's emphasis on throughputs and research outputs compounded by the decrease in governmental funding to the sector and the subsequent increased focus of many universities to secure more third-stream income as a result has been widely discussed and researched. This paper will look at how incentives created by the funding formula and the sectoral focus on improving third stream income initiatives, further erode historically disadvantaged universities' ability to respond to the needs of students attending those universities in a post-pandemic South Africa. The paper will argue that the current funding formula should be reconsidered to give tailored and differentiated interventions to historically disadvantaged universities, in the form of grants to support the development of educational teaching and learning practices, and research that supports the teaching and learning process, rather than encouraging a greater focus on increasing third stream income opportunities. This research considers how government should have funding formulas based on institutional need rather than sectoral priorities.

**HLATSHWAYO, MLAMULI NKOSINGPHILE & MAJOZI, NKULULEKO GIFT**  
University of Johannesburg

***Young, gifted, and Black in a crisis: Black early career academics in a neoliberal university [F2F (I)]***

The Covid-19 pandemic continues to be a disruptive force in South African higher education, with countless means and methods being implemented to cope with what is broadly understood to be our 'new normal' in society. Higher education has not been immune from this crisis. The sector is continuously being called upon to re-think/re-imagine/re-consider the purposes of higher education, its (decolonial) purposes, who the sector needs to serve, as well as the epistemic traditions we continue to privilege and legitimate in our curricula (Heleta, 2016; Higgs, 2016, Author removed for peer review purposes). In this paper, we attempt to explore and theorise the complex and rich experiences of Black early career academics, who are working in and navigating a system that is currently depressed by the colonial/apartheid/neoliberal and now, the Covid-19 pandemic. Eight Education academics in one research intensive university in South Africa took part in this study through semi-structured interviews and focus group discussions. We reveal how mentors/supervisors/line managers continue to play a significant role in how Black early career academics navigate and negotiate their entry and belonging in the neoliberal university. We particularly discuss what we see as the emergent tensions in the neoliberal university between teaching and learning, and the publish or perish discourses, showing how Black early career academics continue to experience teaching and learning as relegated to the margins of higher education, at the expense of research. We end the paper with some concluding remarks on the experiences of Black early career academics in the neoliberal university, and the possible structural interventions that are required.

**HLATSHWAYO, MLAMULI NKOSINGPHILE**  
University of Johannesburg

***When they see us: Black students and the fight for a decolonial university in South Africa [F2F (1)]***

The decolonial struggles are still raging in the universities in the global South, with Black students and progressive academics seeing the university as inherently colonial, anti-Black, un-transformational and deeply implicated in the neoliberal challenges of our times. Prevalent in these structural contestations, is the idea that the university should be at the forefront in reforming itself, and making a sustained contribution to the broader society in the quest for social justice in our lives. In this chapter, I locate my work in the emerging body of research that looks at student movements and their contributions to the fight for a decolonial and inclusive higher education. I use South Africa as an insightful case study through focusing on the #RhodesMustFall, #FeesMustFall, #OpenStellenboschCollective, and others who have written extensively on the need for reform/reconfiguration/restructuring in the university. I rely on the late Italian philosopher Antonio Gramsci and his concept of the organic crisis, not only to critique these structural challenges in the university, but I also to begin to propose three crises that the student movements raised, and that we need to tackle head on if we are committed to real and material changes in the sector. These are, the teaching and learning crisis (that is, the pedagogic challenges), the cultural crisis (that is, marginality and belonging challenges), and finally, the epistemic crisis (that is, the knowledge and curricula challenges). I end the paper with some parting thoughts on the way forward for the future of the university in the global South, and the prospective role that student movements could play in reshaping the higher education sector for social justice.

**HILLERMAN, LAUREN**

Durban University of Technology

***Factors influencing plagiarism amongst students at an institution of higher learning [F2F (1)]***

Plagiarism is seen as a form of dishonesty and is a phenomenon that has been encountered more often inside the classroom over the past few years with easier access to technology. Plagiarism has been classified as a multi-layer phenomenon of dishonesty in higher education. Plagiarism continues to be a leading concern within Institutions of Higher Learning (IHL). According to Plagiarism Policy and Procedures at DUT for staff and students (2009), responsibility for developing an understanding of plagiarism lies with the university for students' academics. It puts their academic life at risk if caught committing the act of plagiarising. Written falsification and literary theft in schools can be exceptionally demotivating for lecturers and students. Socialization, gender, and easy access to electronic information through the internet are some of the contributory factors driving plagiarism. In addition, students do not learn or gain anything from plagiarism; therefore, it robs them of their ability to be critical thinkers related to their academics. The research aimed to determine the factors influencing plagiarism amongst undergraduate students at an Institution of Higher Learning. A cross-sectional descriptive survey employing quantitative data collection methods including questionnaires was used. The study was conducted at a campus in the Midlands, and the target population were undergraduate students from their first year to their final year. One can conclude that student plagiarism is rampant and a primary concern in higher education. The author discusses the cultural values students use as justifications for plagiarizing and the more significant implications for higher education.

**HIRALAAL, ANITA**

Durban University of Technology (DUT)

***Embedding inclusive education in a TVET professional development programme [F2F (I)] The changing spaces within which educational teaching, learning and research action are conducted***

In the Technical and Vocation Education and Training college sector, the shortage of professional lecturing staff is considered debilitating. Hence, institutions of higher learning have been tasked to develop the Advanced Diploma in Technical and Vocational Teaching (TVT) In addition, one of the strategic objectives for the public TVET colleges sector is to increase access, and to improve success rates in its programme offerings by creating an enabling and conducive environment for learning for all including students who experience barriers to learning. In response to this mandate, one university of technology offering the Advanced Diploma in TVT for the first time, embedded inclusive education materials into their module content which was offered to students using an online distance modality. Since these students will ultimately be responsible for the teaching–learning process that takes place in the classroom, it was necessary to get their perspectives on the educational reality they will have to face. Therefore, a case study research approach using questionnaires and focus group discussions was adopted to gather data on 26 students’ and one lecturer’s perspectives of the materials and the mode of learning. This study was framed within Pawson’s Realist to evaluation. The results of the study revealed that students felt that the materials adequately prepared them to become inclusive TVET college lecturers.

**Keywords:** Technical and Vocational teaching, Inclusive education, online distance learning, learning for all.

**HUNGWE, JOSEPH PARDON**

University of South Africa

***Decolonising in Covid-19 pandemic times: Counteracting Afrocentrism and Eurocentrism in African higher education [F2F (I)]***

For the past few decades, decolonisation of higher education in Africa (hereafter referred to as decolonisation) has become a topical issue, dominating conferences, seminars, lectures, journal special issues, and book publications. In fact, it can be stated that decolonisation has become one of the central imperatives as higher education pursues transformation that accounts for both local and global epistemologies and ‘knowledges’. However, the emergence of Covid-19 pandemic which among other things caused the unprecedented disruption of contact education, entailed the reconfiguration of decolonisation discourse. In the pre-Covid -19 pandemic era, decolonisation was highly orientated towards eliminating and combating Eurocentrism while concurrently pursuing an ‘afrocentric’ educational orientation. This orientation was/is necessary given the post-colonial contextual situatedness of African higher education. Yet, embedded notion of the Covid-19 pandemic as the ‘common enemy’ which requires a collective response, has necessitated a critical relook of the compelling decolonisation. On the other hand, Covid-19 pandemic has exposed epistemic injustice and stereotypes in higher education. So, in this chapter, I seek to pursue three important points. Firstly, the chapter advances the perspective that while decolonisation is essentially a transformative discourse, it accounts for both Afrocentric and Eurocentric orientations. This perspective has become apparent because of the ‘collective’ epistemic approach necessitated by Covid-19. Secondly, I highlight the point that decolonisation is both integrativist and eliminativist. Thirdly, Covid-19 pandemic has exposed the deep embedded epistemic injustices mainly perpetrated by Eurocentric tendencies. These tendencies marginalise African epistemology.

**JACA, DR NOSIPHO IMMACULATE**

University of Pretoria



***Experiences of teachers in preparing grade twelve learners for transition to higher education in South African secondary schools [F2F (I)]***

Grade twelve teachers are the exit level of schooling where each year learners matriculate from South African secondary schools and enrol at tertiary education institutions to further their studies. After being accepted to higher education institution, students must go through a transition process which may be challenging for some. This paper is part of a bigger project that seeks to investigate how various stakeholders manage students' transition from secondary school to higher education learning institutions. The focus of this paper will be on the experiences of teachers in preparing grade twelve learners for transition from secondary schools to higher education institutions. The research question for this paper will be: How do Grade 12 teachers experience preparing Grade 12 learners for transition from secondary to higher education in selected South African secondary schools in Gauteng? The study will be conducted within a constructivist/interpretivist paradigm using a qualitative research approach and a case study design. It will be underpinned by Bridges' theory of transition which states that a transition process has three phases which are; ending, neutral zone, and new beginning. Participants and research sites will be purposefully selected. Data will be analysed using the thematic analysis technique.

**JAMES, NTOMBOVUYO**

University of Fort Hare

***Efficacy of school feeding scheme on rural primary school learners' academic performance in Eastern Cape province. [F2F (I)]***

Worldwide, the challenges of extreme poverty influences learning in many ways. School feeding programmes have proven to enhance engagement, retention, and attendance. While South Africa is applauded for ensuring continued provision of feeding scheme during Covid-19 as a social justice initiative, the success of such in relation to student learning and student success is a cause for concern. This paper examined how the school-feeding scheme implemented during Covid-19 influenced learner engagement and performance.

The study employed the motivational theory considering how food served as a motivator, energizer and, sustainer of learners' school attendance and pass rates. A literature review methodology drawing on grey literature and published work elicited data for the study. The study found that regular feeding indeed contributed to high enrolment, attendance, and student engagement, resulting in improved learning as reflected in the pass rate. On the contrary, inconsistent supply of food across the different learner academic levels hindered learning. These findings contribute to prospective approaches to enhance transformative learning in poor schools in South Africa. The study recommends a new strategy of ensuring that both the social and academic needs of learners are addressed through the school feeding scheme.

**Keywords:** Transformative learning, school feeding scheme, social justice

**JAWAHEER, MANGALA**

Mauritius Institute of Education

***New horizons: Redefining undergraduate communication and soft skills via design thinking Microsoft Teams and WhatsApp [0L (I)]***

The sudden onslaught of the COVID pandemic forced tertiary education systems to adapt teaching and learning processes, inevitably changing the e-learning scenario. With sanctioned confinement, many tertiary institutions imposed an online exclusivity model to mitigate curriculum discontinuity. However, the post-COVID transition is now giving tertiary institutions more leeway in redesigning teaching and learning virtual trajectories. Falling under socio-constructivism, this post-pandemic qualitative case study focuses on a Communication and Soft Skills module in a B.Ed. programme in Mauritius, where teaching and learning spaces are being redefined. Using Design Thinking as an andragogical approach, the first prong

explores how pre-service teachers reconceptualized their learning trajectory and reoriented how ICT (including Microsoft Teams, the internet, and multimedia) was used. The second prong investigates how WhatsApp was used to develop their English proficiency and soft skills. Data collection tools included an open-ended questionnaire and a focus group discussion via Microsoft Teams. Findings via thematic analysis reveal that most participants felt and believed that the design thinking approach positively impacted the diverse ways ICT was embedded which had a ripple effect on developing their English proficiency and soft skills. Interestingly, findings also accentuate their agentic power in reappropriating WhatsApp as a multimodal platform to share their own choice of contemporary materials which were subsequently used as face-to-face teaching resources to develop their language competencies and soft skills.

**JITA, THUTHUKILE & SINTEMA, EDGAR J**

University of the Free State & University of the Free State

***Profiles of high school students' beliefs about mathematical problem-solving: Implications for a new mathematics curriculum [F2F (I)]***

This paper investigates profiles of high school students' mathematical problem-solving beliefs following the introduction of a new mathematics curriculum. The study sought to answer three important research questions: (1) What beliefs do high school students report about mathematical problem-solving? (2) What patterns can be discerned in high school students' beliefs about mathematical problem-solving? (3) Is there a significant difference between clusters of high school students' beliefs about mathematical problem-solving? A mathematical problem-solving beliefs questionnaire was administered to 490 high school students from three high schools to gather data about their beliefs related to mathematical problem-solving. A K-means clustering technique was run to analyse patterns that were discernible from their beliefs, while a one-way ANOVA examined mean differences of their beliefs between clusters. Results revealed that, in general, students strongly believe that conceptual understanding is important in mathematics. In one of the clusters, students hold strong beliefs about the usefulness of mathematics in their day-to-day lives, while in another cluster it was strongly believed that effort was key for an increase in mathematical ability. Results are important for students' confidence to solve mathematical problems and for the implementation of a problem-solving approach in the new mathematics curriculum. The study has implications for classroom practice and curriculum reform. Recommendations for future research are proposed.

**JOUBERT, LEANDRI**

University of Cape Town

***Radical visible pedagogy and specializing the everyday [F2F (I)]***

Studies in pursuit of understanding a pedagogy that enables learning across all socio-economic classes range from investigating single elements, to the integration thereof, often positioned along the continuum of traditional teacher-centred pedagogies to more progressive learner-centred approaches. Associated with these are the types of knowledge used in the classroom, with content-driven specialized knowledge being dominant in the former, whilst less content specification characterizes the latter. Research into mixed pedagogy makes a case for a traditional pedagogy incorporating elements of progressive approaches. What is less well understood is the relationship between knowledge and pedagogy, i.e., how this knowledge is used in the classroom. In this study mixed pedagogy and use of knowledge were investigated by selecting a high achieving high school of mixed socio-economic status. The knowledge component was foregrounded by considering (more specialized) high school subjects and observing two subjects with different knowledge structures namely life orientation and life sciences. Analysis showed both teachers demonstrated a dynamic variable pedagogy. A more formal teacher-centred approach was dominant, but everyday knowledge and informal discussions were evident as well. These episodes were used for different purposes by the two teachers, but were similar in intention and how they were navigated. Both teachers used

everyday knowledge through the managed introduction into the disciplinary language of the subject. In doing so, a new common specialized discourse was created, resulting in cultural connectedness, and differentiation of the class. This potentially shows that a pedagogy centred around specialized knowledge is beneficial for all learners if everyday language is skilfully integrated into the classroom.

**JOUBERT, VENISE & MOTALA, SHIREEN & WEBER EVERARD**

SARCHI Teaching and Learning, University of Johannesburg & SARCHI Teaching and Learning, University of Johannesburg & SARCHI Teaching and Learning, University of Johannesburg

***Problems in South African higher education language policy [OL (I)]***

A vision for a changed Higher Education curriculum was set into motion by the 2015 #FeesMustFall protests in South Africa. The foci of these protests were university fees, language, and curriculum, amongst others. A key feature of postcolonialism is “the contestation of colonial domination and the legacies of colonialism” (Loomba, 2005:12), allowing for a critique of the cultural dominance of the West that features in post-independent African nations’ continued use of the colonisers’ languages as official languages and the languages of instruction in education. In contrast, it can also be argued that the continued use of English, for example, in higher education is essential in preparing students for a global reality. It is using English and French that South Africans can connect with countries across Africa, India, and the global South. This is the main tension, the complexities of which will be explored in this paper. Based on our analyses, we will suggest policy proposals as a way forward for South African higher education. The South African case is indicative of policy choices faced by other postcolonial countries. Our discussion we hope will be of relevance to other societies in the global South.

**KAGOLA, OBAKENG**

Nelson Mandela University

***Reflecting on sexuality education in teacher education: Using a life history methodology of a same-sex desiring male Foundation Phase teacher [F2F (I)]***

Foundation Phase (FP) classrooms are not immune to incidents directly related to sexuality. Sexuality education, which is part of the FP Life Skills curriculum, is an essential part of the holistic development of FP learners. Studies about FP sexuality education report that FP teachers' formal approach to sexuality education is often restrictive. We use life history methodology to explore a single case study of a same-sex desiring male FP teacher in the Eastern Cape, to make meaning of how incidental moments that relate to sexuality education are addressed. Applying a feminist post-structural lens, we discuss how the participant and the participant's colleagues implicitly perpetuate the heteronormative dominant discourse of sexuality in which they are embedded. The topic of sexuality features in one of the South African university FP curricula, with the intention of raising pre-service teacher awareness about FP sexuality education. This research allowed us to reflect on the redesign of the fourth-year FP Life Skills module, reimagining the learning experiences offered to FP pre-service teachers.

**KAHTS-KRAMER, SAMANTHA & WOOD, LESLEY & WADDINGTON, ROD**

Physical Activity Sport and Recreation (PhASRec) Research Focus Area, Human Movement Sciences, North-West University & Community-based Educational Research (COMBER) & The Therapy Couch

### ***Self-leadership versus group action: What comes first when working with vulnerable youth?***

The rising unemployment rates among South African youth are matched by declining levels of mental health in impoverished communities. Youth lack the belief in their ability to make a difference in their own life or make a meaningful contribution to society. To mitigate this kind of thinking, we worked with youth from a peri-urban township in the North West Province (South Africa) to develop their self-leadership. The idea was to enable personal development before engaging them in a participatory action research (PAR) study, to equip them to similarly work with other youth – a goal they had voiced to the community leader. However, we were not able to move past the self-development phase. In this presentation, we deliberate why it was so difficult to move the participants to PAR. We held three focus groups with the eight participants. Transcriptions of our own reflective discussions complemented the focus group data, and we independently analysed them, guided by the value theory. Varying degrees of (mis)communication, (mis)trust and (mis)understandings hindered individual and group progression. Although the process of learning self-leadership developed values innate to openness to change and self-enhancement, the paradox was that it also negated values such as group loyalty and mutual respect. The findings support the notion that future projects with vulnerable youth should start with the community project so that self-leadership emerges from joint action. In so doing youth can address challenges and embrace opportunities within their communities through transcending self to commit to community transformation.

**KANANI, ELISABETH**  
MANCOSA

### ***A framework for higher education institutions to thrive post COVID-19 [F2F (I)]***

The Covid-19 epidemic has shifted our perspective on education and learning. We cannot, without a doubt, return to the prior educational system. Higher education institutions must profit from the approaches used during Covid-19 while also learning from their failures. In a post-COVID future, the International Commission on the Futures of Education proposes nine possibilities for public action on education. These commitments include expanding the notion of the right to education, valuing the teaching profession and teacher cooperation, and promoting student engagement and rights. They recommend that schools safeguard the social spaces they provide, and that instructors and students have access to free and open-source technology. Additionally, establishing scientific literacy in the curriculum and defending domestic and foreign funding of public education are among the concepts. Lastly, they advocate for the promotion of global solidarity to reduce existing levels of inequality. While research has been done on these topics, there has been little effort done to combine concepts into a framework that might help higher education institutions to better strategies. This research uses a systematic literature review methodology of articles between 2018-2022 investigating literature linked to the nine proposed ideas to develop a framework that higher education institutions might use to re-imagine education in the post-covid-19 age. The findings of this research can be used to develop policies to assist future educational strategies.

**Keywords:** Higher education, Covid-19, Education, Educational strategies, Curriculum.

**KANJEE, ANIL**

Tshwane University of Technology

### ***SIG SESSION: Exploring 'post' COVID possibilities: Implementing enabling assessment systems that address the challenge of equity and quality***

The centrality of assessment within education systems, and to teaching and learning, have featured prominently in responses of education ministries the world over, as they sought to mitigate the impact of the COVID-19 pandemic on schools and universities. While the pandemic has exacerbated existing disparities within the education sector, it has also provided new and different opportunities for key role players to address long-standing

challenges that have plagued education, and in particular assessment, systems for decades. Given the persistent failure in addressing challenges of equity and quality since the introduction of the new democratic education system in the post-apartheid era (Sayed, Kanjee & Nkomo, 2013; Spaul & Jansen, 2020) as well as the unacceptably low levels of learner performance in South African schools (Spaul & Jansen, 2020), several South African scholars have called for the rethinking long-held education dogmas (Sayed & Singh, 2020), and for reconfiguring the education in new and different ways to focus on learning (Ramrathan, 2020; Soudien, 2000).

Following the reopening of schools after the first national lockdown in March 2020, the education ministry in South Africa implemented several new measures to mitigate the impact of the COVID-19 pandemic on learning and teaching (DBE, 2020). In addition to the health and safety protocols, these new measures called for greater collaboration and engagement with new guidelines that: (i) devolved key pedagogical decisions that allowed schools to reorganise the content based on their specific needs, (ii) introduced a 'trimmed curriculum' for each subject and grade; (iii) introduced assessment for learning (AfL) as a key pedagogical strategy; (iii) reduced the summative assessments requirements; and (iv) called for the implementation of formative assessment strategies. At the same time, learners in Grade 12 were exempt from rotational attendance with no changes effected to the curriculum or the high stakes matriculation examinations.

Notwithstanding the complexities of effecting educational reform, these measures have the potential to establish a new vision of education that not only challenges dominant performativity regimes impacting schools and universities (Kanjee, 2022), but also to re-imagine assessment possibilities for more humanising processes that invoke social justice (le Grange et al., 2022). Just as critical, is the need to enhance the expertise and experience of parents, learners, students, educators, lecturers, policymakers, researchers, and scholars in their understanding and effective use of assessment evidence for addressing the challenge of quality and equity impacting the education system. However, there is a need for more research and debate on the extent to which this 'new vision can or will be attained. In contributing towards current debates, this session will be presented as a 'town meeting'" to enhance greater engagement and input from participants, beginning with short inputs from the selected panel members. The session will explore the impact, or lack thereof, of the COVID-19 pandemic on:

Improving teaching and learning within classroom settings across diverse contexts.

Developing new and different visions of education that foreground learning and address the needs of learners/students and communities.

Potential contributions of key role players across the different sectors impacting schools and universities.

**Chairperson:** A Kanjee, Tshwane University of Technology

**Moderators:** Jeanette Ramollo: Tshwane University of Technology

**Panel members:** **Mark Chetty:** Director, Assessment and Examinations, Department of Basic Education; **Godwin Khosa:** CEO, National Education Collaborative Trust; **Zanele Ngcobo,** Professor, School of Education, University of Kwazulu-Natal; **Faseegah Solomon:** Vice President Education, South African Democratic Teachers Union.

## **KANJEE, ANIL & MOLOI, QETELO**

Tshwane University of Technology & University of Johannesburg

### ***Capacity Development Workshop – Item writing and test development [F2F (I)]***

Item writing and test development comprise a critical part of educators' teaching and learning practices. However, many teachers and lecturers have had limited exposure or experience in developing high-quality assessment instruments.

To address this challenge, this workshop aims to engage participants in a hands-on interactive session to enhance their theoretical knowledge and practical skills in writing

reliable and valid test items and developing quality tests. By the end of the workshop, participants would have attained the following success criteria:

Explain the different types and uses of assessments; Explain the key stages of item writing; Apply relevant item writing guidelines; Develop a Table of Specification for test development; Write test items that are valid and reliable; Compile items into class tests/exams.

The workshop will be limited to 40 participants, and offered over a four-hour period.

**KAUNDA, BRIDGET**

Rhodes University

***Education in times of crisis: Investigating how Rhodes University's disabled students responded to online learning***

The COVID-19 outbreak in 2020 affected the education system in South Africa, as institutions were forced to close their campuses and take teaching and learning online. This demanded both the teachers and learners to adjust quickly to save an academic calendar, but at what cost? The information posted on university websites shows many institutions of higher learning were able to respond swiftly and resume teaching and learning, using online tools within weeks. In some institutions, students were given monthly internet data, laptops, smartphones, and other assistive devices to support their learning. This paper investigates how Rhodes University supported students with disabilities during the period of the lockdown, including how the students responded to technology-aided online learning. The study period is between March and December 2020, a period the university was unable to conduct on-campus activities because of government lockdown regulations. The list of the services the university provides to students with disabilities explains the common cases the institution handles. According to the university website, the institution's Division of Student Affairs Disability Support Services (DSADSS) supports students with mobility, hearing, sight, and other learning impairments such as dyslexia and disabilities or chronic conditions that might negatively affect their studies such as diabetes and Asperger's Syndrome, psychiatric and psychological difficulties. It is, therefore, timely and important to investigate and appreciate how the university supported disabled students during the 2020 academic year. The investigations will further explore the challenges that the students with disabilities faced with the technologies that were adopted to aid their learning during this period. Methodologically, this qualitative study will sample 20 students (undergraduate and postgraduate) with disabilities that were registered during the 2020 academic year and the collected data will be analysed using a crosstab analysis. The findings of the paper will help the university when revising its disability policy to ensure it is prepared for future disruptions of this nature.

**KEANE, MOYRA & KHUPE, CONSTANCE & MSIMANGA, SINDI & VAN DER WESTHUIZEN, GERT**

SARCHI Chair T&L University of Johannesburg & University of the Witwatersrand & SARCHI Chair T&L University of Johannesburg & SARCHI Chair T&L University of Johannesburg

***Voices of Elders: what knowledge matters and who decides? [F2F (I)]***

The new age of the Anthropocene calls for a deeper awareness of the impact of our actions and research work on the planet and on human well-being. The continued focus of writers on the knowledge aspect of oppressive systems and the need to reimagine and disrupt current structures continues through a long line of scholars. However, students are still asking 'Who is entitled to participate in what?' as they experience the discontent of losing their sense of belonging and many are dismayed at the world presented to them. Much is written about access and success but there is less focus on the 'access to what' and how is 'success' measured? We are yet to extend, at a curriculum and pedagogical level, the boundaries of our worldview and practice – ways in which disciplinary knowledge is organized and developed, and ontologies and epistemologies are taken-for-granted. How may these be rethought to

become truly representative of Africa? With the intention of learning from African knowledge holders, seeking their advice on what knowledge is needed for the future of humankind, indeed the survival of our world, we enter dialogue with key elders from Southern Africa. By sharing their insights, we anticipate that curricula may be designed with greater awareness of diverse knowledges. In essence: we need deeper and more frank discussions about who we want to be, what knowledge matters, and who decides.

**KEMM-STOLS, LYNDALL**

Durban University of Technology

***Exploring how colonial legacies are re(produced) in admission processes of Universities of Technology [OL (I)]***

The student Fallist movements in 2015 demonstrated dissatisfaction with university efforts to redress historical inequalities. Since then, a vast body of scholarship has explored how decolonising higher education has impacted curricular and teaching practices. Some argue that South African higher education is still influenced by hierarchies imposed in colonial times, yet few studies have examined the mechanisms through which colonial legacies get (re)produced in university structures and cultures. This paper, as part of a broader in-progress Ph.D. study, offers an analysis of how colonial legacies get manifested in the processes of admission in Universities of Technology (UoTs). UoTs remain fairly under-examined in broader higher education and yet are important as they have made significant contributions to widening access through their less stringent admission requirements. In this way admission processes have become the cornerstone of transformation projects by acting as gatekeepers of potential change; determining who can gain access and on what basis. Drawing from a conceptual framework that recognises the interplay between coloniality and neoliberalism, I focus on four mechanisms through which colonial hierarchies are (re)produced in the processes of admission at UoTs. These are; a) a secondary schooling structure that is based on racial hierarchy, b) English as the main language of instruction, c) the world university ranking systems that define excellence through the Anglo-Saxon research university and d) the new funding formula that rewards research output. Through the analysis of national and institutional admission requirements, my paper aims to show these colonial legacies and uncover how they are used to shape admissions processes.

**KHOZA, CLIMANT**

University of Pretoria

***Exploring natural sciences pre-service teachers' reflective practice when done individually and in groups [F2F (I)]***

With the everchanging education landscape and dynamic and iterative nature of learning to teach, it is important for pre-service teachers to understand how to engage in reflective practice. Drawing from the socio-cultural and collaboration theories, this study seeks to address the questions: (1) What do the Natural Sciences pre-service teachers reflect on and what is their level of reflection in their written individual reflections? (2) How is what they reflect on and their level of reflection amplified (if at all) when they reflect in groups? The participants in this study were 46 fourth year Natural Sciences pre-service teachers from a methodology module that succeeded teaching practice. Data were collected through individual written reflections from the students and audio-recordings of group reflections. Deductive coding was used to get a sense of what the pre-service teachers reflect on. To find out the level of the pre-service teachers' reflections, their reflections were coded using O'Sullivan's (2002) and Zeichner and Liston's (1987) levels of reflection. Preliminary results indicate that the pre-service teachers reflected on aspects of their teaching practices (use of representations) but also the learners (e.g. learner prior knowledge and misconceptions) and the curriculum (e.g. inclusion and exclusion of certain concepts). Their level of reflection increased when they

reflected collaboratively due to persistent probing, relating to one another, and subjectivity. The implications of these results for teacher education are discussed.

**KHUHLANE, HEIDE**

Rhodes University

***Curriculum adjustment and adaptive leadership in service-learning at Rhodes University as a consequence of the Covid-19 pandemic [F2F (I)]***

The COVID-19 global pandemic altered many aspects of learning. Learning through service, a component of community engagement in higher education was no exception. Informed by Experiential Learning Theory, this study investigated the curriculum adjustment of service-learning courses at Rhodes University and the leadership development of those who lead the courses during the COVID-19 pandemic. The study sought to understanding the impact of the pandemic not only on service-learning, but on teacher leadership as well. Further, the study, designed as an interpretivist study - sought to determine the responsiveness of service-learning policies at Rhodes University at a time of crisis. The study employed document analysis, individual interviews, and a focus group interview to collect data. Data analysis took the form of content analysis and coding, through the lens of Experiential Learning Theory and an alternative service-based model recommended by the study. Findings revealed that because of the COVID-19 pandemic service-learning courses had to be adapted to ensure not only the successful completion for students, but to preserve the social transformation agenda at Rhodes University. The study also found that the academic staff developed adaptive leadership, as well as a heightened regard for social justice. Furthermore, the study identified a need for responsive policy, and practical strategies to implement service-learning in a socially transformative way during times of crisis, recommending a re-defining of the university-community partnership and the identification of opportunities for innovation and collaboration through service-learning.

**KHUMALO, NONHLANHLA**

Durban University of Technology

***Writing Centre initiative to support students' academic writing development during and beyond the Covid-19 pandemic. [OL (I)]***

Academic writing is a core staple of academic and discipline-specific discourses. Students, therefore, having entered the university, are required to demonstrate a minimum proficiency in academic literacy as well as the potential to build upon effective academic writing discourse. Academic writing is thus vital to students' academic access, performance, and success. The study discusses how the Durban University of Technology (DUT) writing centre has adapted its pedagogical practices during Covid-19 from face-to-face to online support. Writing centres play an important role in supporting students in the successful completion of their academic journeys through integrated writing initiatives. Within the writing centre space, this has meant reconceptualizing how tutors engage remotely with students effectively through the development of scaffolding feedback strategies. The focus of this article is on understanding tutors' experiences of transitioning from face-to-face to online consultations during and beyond the Covid-19 pandemic. This study reflects on the pertinent challenges and opportunities for the writing centres on how they strive to provide an online learning environment that enhances students' academic writing experiences. Adopting a reflective approach, the study interrogates the need for the development of innovative techniques that enhance substantive remote tutoring experiences and academic literacy development for all students. Data analysed from this study indicates that tutors do reflect on pedagogical practices as well as the online learning environment, among other things. This study draws conclusions on the writing centres' preparedness and on the pertinent opportunities to substantively contribute towards the advancement of effective and accessible online writing support experiences. The relevance



and significance of this study rest in its aptitude to positively impact the tutors' disposition toward an all-inclusive approach to remote academic writing development.

**KHUMALO S & MUKUNA K**

University of the Free State & University of the Free State

***Novice teachers' wellbeing in covid 19 at a South African rural school: A phenomenological approach [F2F (I)]***

Teachers are not prepared to teach in a crisis, especially in rural South African schools. The wellbeing of a million teachers was in peril, with implications for their mental health, career development, and protection in the covid 19 era. These could be explained by novice teachers' fear about their wellbeing as schools were unsafe environments in this crisis time. However, this study explored how covid 19 could affect the novice teachers' wellbeing at a selected rural school in the free state. It adopted a qualitative phenomenological research design. Through semi-structured interviews, eight novice teachers (N=8, five females, and three males) were interviewed from a selected rural school in the Thabo Mofutsanyane district in the Free State province, South Africa. Interpretive Phenomenological Analysis was used for data analysis. The results revealed that novice teachers' wellbeing in covid19 could be vulnerably affected by the uncertainty of tomorrow, stress, depression, isolation, anxiety, the need to change to online learning abruptly, and the need to adapt to the advanced technology. The results further found that covid 19 and its related consequences will deteriorate. Decision-makers and school management should support novice teachers by developing a well-being structural support to improve their well-being and mental health. These negative feelings in the covid 19 era could affect rural schools' teaching and learning processes.

**Keywords:** Novice teachers, Teacher wellbeing, rural schools, Phenomenological approach

**KHUPE, CONSTANCE & MSIMANGA, AUDREY**

Office of Student Success, University of the Witwatersrand & Wits School of Education

***Not in spite of them, but because of and for them: A First-generation Ph.D.'s experiences of higher education as a product [F2F (I)]***

Although entry into higher education is generally recognised by first generation students (FGS) and their families as an achievement, universities view such students with scepticism; they are seen as 'disadvantaged' and 'at risk'. Consequently, much research has been carried out to understand the needs of FGS with a view to assist them make smooth transitions into universities. FGS status is often considered as carrying deficit: families have no university experience, are financially under-resourced, speak languages that are not used for teaching and learning, and therefore cannot offer academic guidance. The combination of these factors suggest that FGS are 'underprepared', and therefore 'non-traditional', and unlikely to complete their degrees (if at all) in regulation time. It is only recently that studies have begun to show the value of the life experiences and cultural wealth that FGS bring into their tertiary experience. This paper tells the story of a first-generation Ph.D. holder's personal experiences as an exemplar of an often-overlooked side of graduate success. The story is presented as a reflective narrative that unpacks the evolutionary nature of the Ph.D. achievement and its significance for the story-teller, her family and home community. Reflecting on the Ph.D. journey in the light of the author's life experiences affords her an opportunity to see a picture that is bigger than the Ph.D. itself. It is hoped that this paper will contribute to conversations that could inform and transform the future of higher education views and practices around students from marginalised cultures and communities.

**KOCH, RONEL**

University of the Western Cape

### ***Adolescents' lived experience of comprehensive sexuality education in South Africa***

In response to alarming sexual health-related statistics that remain unchanged after comprehensive sexuality education (CSE) has been part of the curriculum in South African schools since the year 2000, the aim of this study was to include adolescents at whom CSE is directed, to determine from their perspective what is needed to bring about change. In this qualitative, phenomenological study, 10 participants were purposively selected from all 5 school quintiles in the Western Cape. Semi-structured interviews were conducted and data were analysed with ATLAS.ti. The lived experience of participants indicates that approaches of CSE deliverers as well as their delivery methods, disqualify sexuality education (SE) in South African schools from being regarded as comprehensive. Deliverers mostly teach from a top-down, one-sided approach where learners are excluded and social inequality is reinforced. Delivery methods focus mainly on prevention, encompassed with tactics that instil fear, disregard healthy sexuality, and reinforce discriminative gender roles. Participants plead for CSE that is inclusive, acknowledges their realities and allows for truthful, in-depth discussions that are responsive to their needs. By interrogating the way teachers address this important topic, it is recommended that a collaborative approach be considered towards the implementation of CSE that aligns not only with national and international benchmarks, but also with individual and contextual needs.

**KOCH, RONEL**

University of the Western Cape

### ***Co-constructing a praxis with adolescents to support educators in the teaching of comprehensive sexuality education***

Despite its reported positive deliverables, comprehensive sexuality education (CSE) in South African schools is unable to document an influence in reducing alarming statistics regarding adolescent sexual health. Prior research points to a gap that exists between what studies suggest and what is implemented in practice. Drawing on Freire's theory of praxis, the aim of this study was to involve the voice of adolescents in reforming CSE. Specifically, how the programme could be developed with the objective to co-construct a praxis to support sexuality educators in the delivery of CSE that is more responsive to the needs of adolescents. Ten participants were purposively selected from all five school quintiles in the Western Cape province of South Africa to take part in this qualitative, phenomenological study. Rich data were collected by means of semi-structured interviews and were analysed thematically with ATLAS.ti. The results illustrate the suggestions made by the participants towards the improvement of the CSE programme. They reported on approaches and strategies used to teach CSE that imply that it is often not delivered comprehensively – confirming the disjuncture between what the curriculum envisages and what is executed in practice. The participants from this study assisted in co-constructing a praxis for CSE teachers to inform their practice that might change disconcerting statistics, and show an improvement in adolescent sexual and reproductive health.

**KOOPMAN, KAREN JOY**

University of the Western Cape (UWC)

### ***Re-discovering and re-claiming local African knowledges***

One of the biggest challenges facing the South African university landscape is the decolonisation of the curriculum. Decolonisation has different meanings for different people. To some it means a complete obliteration of western knowledge from our curriculum (Ogunniyi & Ogawa, 2008) to others it is about infusing Western knowledge with indigenous knowledge (Koopman, 2019; Le Grange 2016; Etieyibo, 2016) and to the pro-science community the inclusion of indigenous knowledge could lead to academic suicide. While philosophical tensions do exist between these two distinctly unique knowledge systems, academics need to find ways to link this formal academic knowledge with the colloquial everyday common-sense

knowledge that students and academics bring into the classroom. In this conceptual paper I ask: “How can we re-discover and re-claim local African knowledges held by indigenous people? Theoretically, the paper will draw on the philosophical ideas of decolonial African scholars such as Ndlovu-Gathsheni, Mbembe, Ogunniyi, amongst many others to argue that it is time for South African researchers to take up the role of intense decolonial activists to preserve existing and new indigenous knowledges and practices. Additionally, I will suggest different ways in which academics can take up this role as decolonial activists to preserve and generate the much-needed indigenous knowledge to promote epistemic freedom as this knowledge could form part of the formal academic curriculum in preparing students for their various professions.

**KOOPMAN, KAREN JOY & SMITH, JULIANA M & LONG, KEITH W & NDABA, THEMBELANI & OLIVIER LAUBSCHER, ABELINE & BEYER, JEFFREY**  
UWC | UWC | UWC | UWC | UWC | CMU (Carnegie Mellon University)

***Venturing into the scholarship of researching lived experience: Why the need for phenomenological research in South Africa***

When each of us on this panel engaged with the abstract ideas of various phenomenological scholars, we found inspiration and courage in the words of Oakeshott (2002), who describes philosophy as a tool that helps people to see the world and themselves better than before. Phenomenology became synonymous with a mirror in which we ultimately learned to see who we are and how we became who we are, and to understand our relation to the world and to others in the world. Pinar (1990) describes phenomenology as a lens that helped him to look beyond the stars and to see the sub-microscopic particles between the stars, while Koopman (2015) felt like a bird released from a cage to see and experience the world afresh. As the assimilated ideas of scholars like Edmund Husserl, Martin Heidegger, Jean Paul Sartre, Maurice Merleau-Ponty, and Gabriel Marcel, amongst many others, who write about “being” and the “world” and “our place in the world” phenomenology inspired us to think and perceive the world in new ways, while in the context of education it assisted us to see our roles as educational researchers differently - particularly the world of the research participant - in acknowledging and respecting their being and rights. Furthermore, phenomenology provides a philosophical lens that places primary value on the need to understand human consciousness. Given the paucity of phenomenological research in the field of education in South Africa, in this session, five phenomenological scholars, reflect on their individual and collective ideas on how to understand and apply the philosophical ideas of three phenomenological canons, that is, Husserl, Heidegger and Merleau-Ponty. By doing so, we want to emphasise the value of phenomenological research in education in South Africa.

**SESSION**

**SUMMARY**

The purpose of this session is to critically engage with the following main question: ‘Why the need for phenomenological research in South Africa? This question is necessary given the embodiment of knowledge and knowing in the human self (Pinar, 1990). Thus, phenomenology takes us back to the body, “back to the primordial experiences of childhood” (Pinar 1990, p.4). Aoki (2005) puts it differently as the secret place where lives of originality and difficulty can be found. Therefore, if we want to fully understand questions like ‘who is the teacher?’, ‘who is the learner?’, ‘what is teaching?’, ‘what is learning?’, ‘why do teachers teach the way they teach?’ in South Africa, we need to re-imagine our philosophical and methodological lenses. To answer these questions and other similar questions, this session attempts to highlight why educational researchers, especially in South Africa, need to be made aware of phenomenology as a research methodology. To this purpose, the presenters discuss the philosophy, methodology, data explication and presentation of findings when conducting phenomenological research. The objectives of this session are to: (i) introduce the similarities and contradictions between the various schools of thought in phenomenology, (ii) critically engage with the philosophical ideas of phenomenological scholars and its place in educational research, (iii) the various methodological tools used when conducting phenomenological

research, (iv) provide a holistic overview of a phenomenological study, (v) the important elements in a phenomenological study from a supervisor's and examiner's perspective. Theoretically, this session is informed by the work of Husserl (1970), Heidegger (1967), Merleau-Ponty (1962) and various other phenomenological scholars on how to apply their philosophical ideas in educational research. We find the scholarly ideas of these philosophers valuable to the field of education, especially in South Africa, as they provide researchers with the tools and lenses to solicit information of lived experience in order to provide meaning to the thickness and richness of the 'true human experience' of being, acting and thinking of research participants in South Africa (Van Manen, 1990). This session is significant and timely because

it:  
Provides motivation and justification as to why phenomenological research is important in South Africa – particularly in education; Allows post-graduate students/novice/seasoned researchers with a philosophical framework to provide deep descriptions of the experiences-as-lived of learners/teachers/students/academics in order to understand human consciousness; Allows researchers to glean insights into the being, thinking and acting of research participants; and Applies the phenomenological circle in educational studies.

The presenters are (i) two academics with publications on the topic of phenomenology and supervision experience on the topic in education, (ii) a doctoral student, pursuing a phenomenological study (iii) a master's student currently in the final stages of his phenomenological research, and (iv) a prospective doctoral student who completed her master's study on the topic. The session will be led by a chair who will contextualise the objectives of the session, introduce the speakers, and clarify (amongst other things) what phenomenology entails and expand on the notion of why we need to venture into the scholarship of lived experience when conducting educational research in South Africa. In closing a discussant, from Carnegie Mellon University, will offer critical insights into the perspectives presented in relation to the main research question.

**KOOPMAN, OSCAR & KOOPMAN, KAREN**  
CPUT & UWC

***Selected science education lecturers' perceptions on the decolonization of the university curriculum***

This phenomenological empirical investigation explores the perceptions and experiences of selected science lecturers on decolonizing their subjects. More specifically, the study explores: (i) what the lecturers' perceptions of decolonization are. (ii) what kind of pedagogical strategies they employ in their attempts to decolonize their different science curricula, and (iii) whether, or not, they think they are effective in their attempt at decolonizing their subjects. Although lecturers are given institutional autonomy, concerns are raised by academics about the difficulty they face in decolonizing the curriculum given the economic principles and market imperatives that continue to dominate the higher education landscape. One-on-one semi-structured interviews were conducted with five academics using the MS Teams platform. These interviews were transcribed and subjected to Giorgio's (1985) and Collaizzi's (1978) data-explication framework. The findings, which are presented in narrative format, using Husserl's descriptive narrative and Heidegger's interpretive narrative show that although all five lecturers were born and raised in indigenous communities and have a good understanding of what decolonization entails, their biggest challenges to decolonising their curricula are: (i) an institutional culture that favours globalization and leaves little space and interest for the knowledge of local communities, and (ii) a lack of provocative teaching approaches that give the student a voice to critique the knowledge to disrupt the dominating Western canonical knowledge. The findings have implications for the professional development of academics to decolonize their curricula.

**KORLAPU-BUNGAREE, RAJENDRA & SEEMA, GOBURDHUN**  
Mauritius Institute of Education

***“The mirror cracked from side to side”: Exploring academics’ mental and emotional wellbeing during emergency remote teaching in a higher education institution***

The shift to online learning under emergency remote learning conditions during the COVID-19 pandemic was far from smooth. Beyond predictable challenges pertaining to the digital divide and access to existing platforms and resources, academics and learners’ emotional health and wellbeing were particularly affected. Many academics found themselves unprepared and unsupported by their institutions. This paper examines the experiences of ten academic staff members in a higher education institution in Mauritius as they transitioned to online teaching during the COVID-19 pandemic.

**KORTJASS, MAKIE & MKHIZE-MTHEMBU, NTOKOZO**

University of KwaZulu-Natal & University of KwaZulu-Natal

***Navigating evolving digital spaces of teaching and learning through critical friendship: Collaging narratives of two female teacher educators [F2F (I)]***

In this study, we reflect on our critical friendship journey in the context of the Covid-19 pandemic and how we navigated the digital world. We present our self-study research using arts-based research to explore critical friendships that nurture a collaborative culture in teaching and learning. Self-study research is learning and improved practice evolving through collaboration and assuming others’ contributions, such as critical friends. Arts-based study evokes self-reflection, critical analysis, and dialogue about improving one’s teaching through the arts. We share our narratives as two South African female teacher educators who responded to our increasingly challenging and technological educational world. We each chose an object which reflected an aspect of our teaching and learning experience and audio-recorded our discussions. We then created a collage, a visual representation that entails photos, texts, and pictures as part of our data analysis process to answer our research question: ‘What can we learn about navigating the evolving digital spaces of teaching and learning through critical friendship?’ Embedding our study within a sociocultural perspective motivated us to embrace the social phenomena that strengthened our pedagogy. We navigated digital spaces such as Zoom, Microsoft Teams, and WhatsApp, allowing us to connect virtually and enact change in our teaching practice. Our critical friendship journey became a viable source of support and a space for development in navigating times of transition. Using arts-based methods enthused us to present our ideas and fears imaginatively and authentically. Our study demonstrates how, through critical friendship, teacher educators can generate solidarity in navigating digital settings, contributing to constructive educational transformation.

**Keywords:** critical friendship, collage-making, object inquiry, self-study teacher education practice, technological world

**KOTZE, CHRISTY JEAN**

UNISA

***The influence of COVID-19 on the management styles of ODeL teacher education managers and their response to supporting and managing staff in crisis times***

***[F2F (I)]***

The COVID-19 pandemic suddenly and completely changed the way in which all learning institutions of higher education operated, locally and globally. The pandemic considerably impacted the institutional operations, in particular, of an open-distance e-learning university in South Africa. Several challenges emerged relating to institutional operations and management of staff that were unexpectedly instructed to work remotely and fully online as a result of COVID-19 government-imposed national lockdown restrictions. These crisis times significantly challenged managers at an ODeL teacher education college to find innovative ways of successfully managing their staff by working remotely. This exploratory, interpretivist

phenomenological study was employed to explore teacher education managers' (TEMs) point of view of the crisis and consciousness as lived experiences managing staff working remotely during the pandemic. This research is underpinned by the theory of crisis leadership. Results revealed that the pandemic influenced and altered the management styles of TEMs and their response in managing staff during unprecedented times of a global crisis. TEMs supported staff working from home (WFH) by employing several web-based videoconferencing sessions through online Microsoft Teams webinars, seminars, and workshops, and offering advice on stress management techniques. Further research needs to be undertaken to determine, through a mixed-methods design, how TEMs employed stress management techniques for staff working remotely, which may yield different results. While the end of social distancing measures and forced remote working may be in sight, it is crucial that managers remain adaptable and resilient in their roles.

**Keywords:** COVID-19, Teacher education managers (TEMs), ODeL, Qualitative approach, Exploratory study

**KRUGER, FRANS & MASINGA, LUNGILE & MESKIN, TAMAR & MORGAN, KATHLEEN PITHOUSE & MULLER, MARGUERITE & NAICKER, INBANATHAN & SAMARAS, ANASTASIA P & VAN DER WALT, TANYA & VAN LAREN, LINDA**

University of Nottingham & University of KwaZulu-Natal & University of KwaZulu-Natal & University of Nottingham & University of Nottingham & University of KwaZulu-Natal & George Mason University & Durban University of Technology

***Self-reflexive methodologies SIG symposium: Poetry as a self-reflexive method for addressing educational challenges and embracing opportunities [OL (P)]***

The significance of investigating, challenging, and theorising researchers' lived experiences and selves is brought to the forefront by the concept of self-reflexivity in research. Self-reflexive methodologies include, but are not limited to, self-study of professional practice, autoethnography, and narrative inquiry. Self-reflexive inquiries can be carried out in various ways and from a wide range of perspectives. Because self-reflexive methodological approaches are open to learning and discovery, they continue to change. This underlying flexibility has prompted self-reflexive researchers to explore and develop creative strategies to contribute to new and generative ways of knowing oneself, with broader implications for educational change. This symposium offers a variety of experiences and viewpoints on using poetry as a self-reflexive research approach, showcasing exemplary poetic research processes and products as a resource for others. The presenters are self-reflexive scholars who contributed to a recent special issue of *Studying Teacher Education on Poetic Self-Study Research*. South African theatre-makers, university teachers, and researchers Tamar Meskin and Tanya van der Walt discuss how they used poetic inquiry and reciprocal found poetry to examine their teaching experiences during the Covid-19 Pandemic. Their method of creating reciprocal found poems and their use of dialogue as a mode of analysis and meaning-making provide a unique approach.

Marguerite Müller and Frans Kruger share how they composed poetry while working creatively with objects to generate pedagogical possibilities in preservice teacher education at a South African university. Their presentation demonstrates collaborative arts-based methods for creating pedagogical opportunities to pursue socially and environmentally just futures.

Linda van Laren and Lungile Masinga, South African teacher educators, discuss how they used found poetry and reflective letter-writing to revisit their completed self-study doctoral projects for professional learning in the HIV and AIDS context. Their presentation exemplifies how collaborative poetic self-reflexive research allows for the renewal and reinvigoration of one's research interests to broaden professional learning and social responsibilities.

The discussants, Kathleen Pithouse-Morgan and Anastasia P. Samaras, offer their perspectives as the special issue editors.

Overall, the symposium speaks to how poetic self-reflexive research can address critical tensions and opportunities created by education in transition. It also includes examples and practical advice for using poetry as a data generation, representation, and interpretation

method. This collective work advances the knowledge base of methodological innovativeness showcased during educational challenges and possibilities.

**KRUGER, FRANS & OOSTHUIZEN, ANNA-MART**

University of Nottingham & University of the Free State & University of the Free State

***Preliminary notes on ubuntu, ukama and education for ecological democracy [OL (I)]***

In our conceptual paper, we aim to contribute to the emerging dialogue on education for ecological democracy by bringing it into conversation with selected aspects of African philosophy. To do this, we first consider how African communitarianism, and in particular the concepts of ubuntu and ukama, could inform and enrich the notion of ecological democracy by making it more relevant to the southern African context. We propose that bringing ecological democracy and African communitarianism into conversation allows for troubling anthropocentrism, foregrounding the importance of respectful interaction, and recognising human and more-than-human rights within the context of democratic practices. In developing the concept of African ecological democracy, we set out to enhance the argument for the importance of connectedness between humans and the more-than-human through active representation in democratic practice. Secondly, in considering how the notion of African ecological democracy could inform education at large, we argue that education for ecological democracy informed by African communitarianism should offer an "alternative democratic model that strives to educate students about the norms and values of democracy-in-action" (Peters 2017:944) and ecological reflexivity. Education should thus enable learners to recognise how assumptions and cultural concepts result in socio-political structures that impact on their communities and the environment, and how such impacts might be counter-acted through community-based democratic practices. Our proposition of education for African ecological democracy thus entails to ultimately develop an earth community; a community that conceptualises humans and more-than-human as one confederation. Such an orientation, we believe, is critical, in experimenting with affirmative ways to respond to the socio-political consequences of climate change and ecological collapse within the context of education

**LANDA, NLANDA & TANGA, MAGDALINE**

University of Fort Hare & University of Fort Hare

***English language assessment during COVID-19: Perceptions of university students in South Africa***

***[OL (I)]***

The aim of this paper is to examine the perceptions of university students regarding English language assessment during COVID-19. This paper stems from a larger study in progress on The Contestations of Remote Teaching and Learning of English Language during the COVID-19 pandemic at a university in South Africa. The study was based on a qualitative research approach and a sample of 20 participants. The study made use of in-depth interviews and focus group discussions as methods of data collection. Data was analysed qualitatively according to the themes that emerged from the interviews. It is also noted that there is a remarkable improvement in the number of students passing online assessments compared to contact assessments. However, most of the participants revealed that most of them cheat during online assessments. For instance; sitting together and discussing answers before writing and copying directly from available materials at their disposal. It was also reported that most students prefer online assessments because of their ability to cheat. Furthermore, some of the students maintained that a good number of students who pass online assessments, do not merit such a high level of performance as purported by the high scores. It can be concluded that the online assessment during COVID-19, despite showing high performance, somehow reveals some contradictions. It is recommended that the assessment of the English language could be hybrid.

**LAREY, DESIREE PEARL, JACOBS, L**  
University of the Free State

***Neo-liberalism and the changing of school direction: An edupreneurial leadership approach [F2F (I)]: Transformational social justice agendas***

In this qualitative article, we discuss the importance of effective leadership practices to connect the macro, meso and micro contexts in which school leaders operate. Taking cognisance of South Africa's colonial and apartheid history and the current era of neoliberal philosophies, we explore how school leaders in historically disadvantaged schools in the Western Cape province use an edupreneurial approach to steer their schools in new directions. The expectation for school leaders, especially in historically disadvantaged rural schools in Coloured communities, is to be more autonomous and accountable for making the school environment conducive to performance standards and improved learning results. School principals have huge challenges and responsibilities in leading their schools effectively, which includes being entrepreneurial. We used an edupreneurial leadership approach as a theoretical lens to explore the entrepreneurial agency of school principals especially quintile 4 and 5 schools, in the Quintile Ranking System. In this paper, we report on data generated through semi-structured interviews with five purposively selected school principals from five different Coloured schools in the Western Cape province. The findings indicate that school leaders, in the creed of neo-liberal economics, must act as entrepreneurs, find hidden resources inside and outside communities, and embrace the uniqueness in collaboration with stakeholders and others with an interest in education to build on leadership strategies in schools.

**Keywords:** Coloured people, edupreneurial leadership, neo-liberalism, school leaders, South-Africa

**LEES, DR DEBBIE & VAN ZYL, DR ANDRE**  
UNISA & University of Johannesburg

***Narrating first-year students' lived experiences studying at a private higher education institution: a South African perspective [ F2F (I)]***

This study explores first-year students' experiences studying at a private higher education institution. A narrative-based inquiry design was employed for this exploratory qualitative study exploring seven students' experiences as commencing students at a higher education institution (HEI). Open-ended interviews as narratives were conducted to explore the experiences of newly entering first-year students as means to reveal their student identities. Thematic analysis was used as a method for horizontal analyses of the seven participants' stories of experience. Findings revealed the following themes, namely, that first-year student identities in their first-year journeys were formed and influenced by: inter-personal experiences; intra-personal experiences; pre-commencement institutional experiences; experiences of formal learning; and learning experiences beyond the classroom. Despite facing many challenges in their new environment, drawing on their personal strengths and adapting to the expectations of their new institution, were found to be vital tools that respondents used to adapt to and succeed in their first-year studies.

**Keywords:** first-year students, thematic, student experience, identity, student transition.

**LEURQUAIN-STEYN, SONYA**  
University of Johannesburg, CERT/ UJ

***Older rural women's experiences of accessing formal adult education: Stories from the Eastern Cape [F2F (I)]***

This paper intends to explore the experiences of accessing adult education by older women living in rural parts of South Africa. To date, much of the literature on adult education in rural areas has not included age as a category. This paper seeks to address this gap in the



literature. It will highlight the role that some rural communities see adult education playing in their lives - as it exists today and the role they would imagine it to play in the future. This is important to examine as apartheid and the subsequent policy decisions that restricted access to quality education to whites only has had deep and long-term implications for current socio-economic conditions experienced by most working-class and poor people living in South Africa. By using narrative as a methodology, the paper will show how older women's stories display the intersectionality of oppressions that rural women face. It draws on feminist theory to conceptualise and analyse the stories produced collaboratively between two adult learners, their educator and myself as researcher. The paper argues that the specific social arrangements that these women contend with - notably patriarchy and capitalism - create a context within which rural women are oppressed. This intersectionality makes it harder for women to access educational opportunities - and this in turn perpetuates their oppression.

**LILLEY, WARREN**

University of Cape Town

***Cultivating locally transformative digital pedagogies: Promising potentials from a South African Change Laboratory [F2F (I)]***

This presentation addresses the 'transformation' of postcolonial education with digital technologies. In Southern Africa, the promise of how increased digitisation will address our global socio-economic pursuits and local educational crises has propelled research and development. However, to date, the potential of digitised education has fallen short of the intended impact. I locate this lack of transformation to how contemporary research overemphasises digital technologies in provoking change while downplaying the agency of the educators and students who are to meaningfully draw on these devices within their diverse learning settings. Drawing on my doctoral Change Laboratory findings, I illustrate how formative-intervention research can yield truly transformative pedagogy with digital technologies. Specifically, I highlight how Expansive Learning's dialectical understanding of development proffers postcolonial educational research a theoretical and methodological framework that can help cultivate educational change, by emphasising those intended to make technology meaningful in their practice – local educators and their students. An important question facing many educational institutions in southern Africa is how they can best take hold of and cultivate digital technologies for teaching and learning. This question has propelled research interest in developing and curating innovative pedagogies that strive to maximise the potential of digital devices to bolster education. However, so far, much of this research and development into new digital pedagogies have been found wanting. Specifically, critiques have questioned how 'truly' innovative or transformative these digital pedagogical models are (Burston, 2013; Kukulska-Hulme & Shield, 2008). Moreover, further questions have focused on how relevant or transferable any digital pedagogy can be, as educational sites may have vast contextual differences (Black et al., 2020). These critiques raise whether innovative, contextually relevant digital pedagogies can be created, and if so, how. In response to these concerns, I illustrate how Cultural-Historical Activity's Theory (CHAT) dialectical understanding of development, captured within the concept of Expansive Learning (EL) and methodology of Change Laboratories (CL), proffers researchers and educators a theoretical and methodological framework which can help cultivate these calls for more localised, relevant, transformative pedagogies with digital technologies (Engeström, 1987; Virkkunen & Newnham, 2013). To illustrate these potentials, I extensively chronicle my doctoral CL research intervention, which sought to find drivers for English language pedagogical transformation with digital technologies. Located at a higher education institution's English language teaching department, this research intervention facilitated teacher participants' expansive agency towards developing a digital language pedagogy that was uniquely tailored to address their students' needs and work within their unique learning environment's constraints.

Key findings indicated that in developing this pedagogical model, teacher participants faced primary contradictions stemming from their activity system's object towards the rules, mediators and division of labour which centralised their control over language instruction. By unpacking these contradictions, deeply embedded within relations of power, teacher-participants were able to cultivate a digital language pedagogy of co-creation. This co-creation model emphasised both teacher and student collaboration within language instruction. Of particular interest is that rather than digital technologies becoming the object of such instruction, they remained strictly a mediational means to facilitate this language co-creation. I argue that findings such as these offer educational researchers and educators in postcolonial territories an alternative framework to use for digital pedagogical development. As discussed earlier, many contemporary digital educational research studies are far too often prioritising digital technologies in the transformation they seek to drive or find (Amory, 2007, 2010). These studies miss the finer details of context and power that impact the unique transformational needs, the educators, and students those studies seek to empower (Oliver, 2011). As a result, rather than these digital technology studies offering radical potentials for education, their intended transformational results remain superficial, short-lived, and mostly irrelevant to the communities who participated in them (Engeström et al., 2014). The findings from my formative-intervention research intervention illustrate that it is possible to facilitate relevant, local transformation, but to do so requires researchers to shift their focus from digital technologies to the educators and students who are expected to use these devices meaningfully in their daily work practices.

**LONG, KELLY ANN**  
Rhodes University

***The links between equity, quality and literacy in primary education: data from a Makhanda (EC) case study. [OL (I)]***

Historical inequities in South Africa have resulted in vast differences in the type and quality of education available. Reading fluency and comprehension have been identified to be fundamental learning challenges in primary education. More than two-thirds of South African learners cannot read for meaning in any language by the end of Grade 4 (PIRLS, 2018) and learner achievement remains clearly drawn along socio-economic lines. Underpinned by a social reconstructionist education ideology my Ph.D. research takes the view that, to begin to redress social inequities in South Africa, it is essential that the well- documented crisis in early literacy be addressed. It is my view that this may most effectively be achieved by examining what constitutes quality teaching practices in early-grade reading programmes. With the goal of contributing to this body of knowledge, I am conducting case study research examining early-grade reading for isiXhosa or Afrikaans Home Language (HL) learners who are learning to read in English. The case is bound in the context of the Whistle Stop School (WSS), an early-grade reading programme implemented in Makhanda, Eastern Cape by local NGO GADRA Education. In this presentation, I first provide an introduction to the general primary education landscape in Makhanda and then present data gathered during the course of the WSS programme revealing the links between equity, quality and literacy.

**LOTZ-SISITKA, HEILA**  
SARChI Chair, Rhodes University

***Change Laboratories in Africa: Expansive Learning and Transformative Agency***  
PANEL PAPER:

Heila Lotz-Sisitka, Chris Winberg, James Garraway, Jenny Wright, Mutizwa Mukute, Experiencia Jalasi, Louis Botha, Coleen Vogel.

1: Environmental Learning Research Centre, Rhodes University, South Africa

2: Professional Education Research Institute, Cape Peninsula University of Technology, South Africa

- 3: Wits School of Education, University of the Witwatersrand, South Africa
- 4: School of Animal, Plant and Environmental Sciences, and Global Change Institute, University of the Witwatersrand, South Africa
- 5: Lilongwe University of Agriculture and Natural Resources, Malawi

Building on a recent seminar hosted by CPU's Chair of Work Integrated Learning exploring this topic, this panel paper session will offer an interactive engagement with researchers who have extensive experience working with the Change Laboratory (CL) method typically used in post-Vygotskian Cultural Historical Activity Theory inspired formative intervention research (after Engeström, 1987; Engeström & Sannino, 2010). This method, as described by Engeström et al. (1996) has the power to facilitate deep transformations. The Change Laboratory method is based on the notions of re-mediation and dual stimulation, derived from the cultural-historical theory of activity (Vygotsky, 1978; Leont'ev, 1978; Engeström, 1987). It provides a co-engaged way to develop practitioners' transformative agency and capacity for creating and implementing new conceptual and practical tools for mastering their joint activity (Engeström et al. 1996), and involves a range of socio-cognitive processes. In education and learning contexts where transformation of joint activity is both desired and necessary, this method has potential for a democratising of the change and transformation process via co-engaged education and learning processes.

The panel session will firstly offer an overview of the Change Laboratory method as developed in cultural historical activity theory research, including in a range of African education and social learning settings, with emphasis on its power and potential to enable and support collective forms of expansive learning and transformative agency, while also considering some of the difficulties and challenges experienced by researchers who are seeking to both apply and further develop this method. Importantly, it will point to the significance of this method for advancing expansive learning in work and learning, as well as public / community education and engaged higher education learning settings. Expansive learning catalysed via the Change Laboratory method typically follows six learning actions involving questioning, analysis, modelling of solutions, concretising and testing models, implementing the new models, and evaluation, consolidation and /or extension of the new models. As explained by Engeström et al., (1996); "Change Laboratories are multi-voiced, and work in the Change Laboratory typically starts with the mirror of present problems. It then moves to trace the roots of current trouble by mirroring experiences from the past and by modelling the past activity system. The work then proceeds to model the current activity and its inner contradictions, which enables the participants to focus their transformation efforts on essential sources of trouble. The next step is the envisioning of the future model of the activity, including its concretization by means of identifying 'next-step' partial solutions and tools. Subsequently, the stepwise implementation of the new vision is planned and monitored in the Change Laboratory. Such a cycle of expansive learning induced in the Change Laboratory typically takes three to six months. One cycle leads to the next one, and within the cycles there are smaller cycles of problem-solving and learning" (see Engeström et al., 1996).

African examples or cases of Change Laboratories in action, are offering some useful perspectives on how to engage transformative processes at the level of activity transformation. Botha (2017) in his work, describes a process where change laboratory was used to illustrate processes of organisational change at secondary schools to "re-make educational traditions in a bottom-up manner", while Mukute et al, (2019) explain that Change Laboratories can be used to support transgressive learning through: "confronting unproductive local norms; collective reframing of problematic issues; stimulating expansive learning and sustainability transformations in minds, relationships and landscapes across time", and Lotz-Sisitka et al. (2017) share examples of how local communities have been able to transgress power relations and transform 'taken for granted norms' that hold unsustainability and injustice in place. As briefly indicated with these examples, the method

has been deployed in a variety of African education and training environments, and has catalysed expansive learning and transformative agency in a diversity of educational arenas – both formal and less formal. However, as is the case with any method, there are contextual demands that tend to shape how methods a) can be used, and b) are actually used, and c) transformed or extended.

The panel session will offer examples and analysis of particular examples of the Change Laboratory methods in use, and commentary on these and the wider sphere of Change Laboratory method research as identified in a recent systematic literature review on Change Laboratories in Africa which reviewed over 70 examples of Change Laboratory research. This systematic literature review was conducted via a partnership between CPUT (cf. Winberg, Garraway, Wright), and Annalisa Sannino from the RESET research programme at Tampere University in Finland. The systematic critical literature review sought to develop insight into, and understanding of the Change Laboratory method as applied and advanced in African expansive learning projects and programmes. Via the cases of Change Laboratories in reflexive use, and the systematic critical literature review, the seminar develops a platform for advancing the method of Change Laboratories for catalysing transformative, expansive learning and the emergence of transformative agency in Africa via educative means. In particular, it seeks out the contours of a language of description for the types of expansive learning processes that are catalysed via this method in African education and learning environments.

### **LOTZ-SISITKA, HEILA**

Distinguished Professor, SARChI Chair, Rhodes University

#### ***The fluid ontology of creating a global south educational knowledge commons collection***

Co-authors: Heila Lotz-Sisitka and Robin Ferguson

This paper explores and reflects on the processes involved in co-creating a global south educational knowledge commons collection(s). The project explores the processes involved in building a global south knowledge commons ‘archive’ that captures an emerging body of scholarly work produced by a collective of approximately 200 scholars in the field of environment and sustainability education in Africa. Working with digitalisation expertise in the Rhodes University library we, as a scholarly community, have been involved in processes of 1) creating a shared language for building a knowledge commons tool that makes a large body of over 700 pieces of scholarly work (transformative, transgressive educational research) visible to ourselves, as well as wider educational and research communities, and 2) organising and presenting these works in ways that allow for diversified knowledge nodes allowing for diversified points of access, and 3) expansive, reflexive and co-curating of the ‘archive’ for generative transformative learning purposes. In international literature, the concept of ‘fluid ontology’ refers to a novel, dynamic structure for organizing knowledge. Fluid ontologies are “flexible knowledge structures that evolve and adapt to communities’ interest based on contextual information articulated by human contributors, curators, and viewers, as well as artificial bots that can track interaction histories and infer relationships among knowledge pieces and preferences of viewers. Fluid ontologies allow for a tighter coupling between communities’ interests and the browsing structure” (Srinivasan & Haung, 2005). We consider the implications of this concept and the process for making global south educational knowledge available in ways that are non-static, grounded yet imaginative, generative of social learning, and the advancement of scholarly work.

### **LOUW, HANNELIE & KRUGER, JACO & RENS, JULIALET**

Lecturer: Life Orientation; School of Psycho-social education; Faculty of Education, NWU & Associate Professor; School of Music, NWU & Lecturer: Life Orientation; Deputy Director: School of Psycho-social Education; Faculty of Education; NWU

***The transformational potential of indigenous folktales in Life Orientation: hearing the voices of the community [ F2F (I)]***

The recently promulgated Indigenous Knowledge Act embeds local epistemologies as a foundation of social transformation. While indigenous knowledge (IK) has consequently become a curricular cornerstone, it often involves 'rhetoric add-on' only. Its implementation involves a quest for institutional support, relevance, meaningful integration, specified content, resources, teacher skills and suitable pedagogies. The Masara Oral Arts Project applies South African oral art forms in the fields of language acquisition, indigenous knowledge, education, the arts, and cultural tourism. The proposed presentation will discuss the transformational potential of indigenous folktales. These tales were at the core of the precolonial curriculum. They inculcate certain timeless values and norms and serve to counteract systemic social corruption. A corpus of archived tales is being utilised as the basis of lessons in the subject area Life Orientation. The presenters are part of the project to design Life Orientation lessons that guide teachers to incorporate these folktales to instil and apply the values and skills in ways that are meaningful to their own lives. The lesson plans will promote knowledge in local context while being sensitive to global imperatives. Teachers who access this webpage will value indigenous knowledge systems and acknowledge the history and heritage of this country and teach learners to be contributors to nurturing the values contained in the constitution. This presentation wants to inform people about this project.

**Keywords:** Life Orientation, indigenous knowledge, folktales, values, oral art forms

**LUBISI-KOKO, ANATHI**

Sociology Association South Africa

***Impact of access to curriculum content and pedagogical strategies and academic performance [F2F (I)]***

This study is to realise the impact of access to curriculum content and pedagogical strategies on the academic performance. How teachers manage to make their learners achieve excellent outcomes regardless of the resource constraints. Previous studies have shown that rural schools have challenges that hamper effective learning and that results in poor academic performance. This study will focus on rural schools that have resource constraints and yet are producing good academic outcomes. This study is based on the pedagogy of the oppressed theoretical framework. This theory aimed at following humanity, transformation and social emancipatory. He argued that there is a need for advancement in the education system for critical consciousness that will lead to social transformation. The study is also informed by constructivist paradigm. This paradigm scrutinizes how people engage in processes of constructing and reconstructing meanings through daily interactions. The study is informed by qualitative research methods to better understand the dynamics and strategies that teachers adopt to achieve the desired academic outcomes. The target group of participants for this study will be teachers, school principals and other stakeholders. Five purposively chosen rural public senior secondary schools will be invited to partake in this research project. This study is a work in progress of Ph.D. The results and recommendations for the paper to be presented in the conference will be drawn from the pilot study. The paper aims at addressing the challenges faced by rural public schools and how they are overcoming those challenges today and in the future.

**LUMADI, MUTENDWAHOTHE WALTER**

UNISA

***Equity in online assessment: An arduous task at higher education institutions***

The unprecedented COVID-19 pandemic which ravaged the world, has triggered new strategies of teaching and learning. Globally, institutions of higher learning have

resorted to online platforms as a turnaround strategy for teaching students. The “new normal” is perceived as a transformed curriculum concept with online pedagogy at the core of this transformation. As for higher education institutions, equity in assessment and digital learning have emerged as pivotal for all students. A post-apartheid South Africa’s world of teaching and learning is destined to be one where every student, has equal opportunities and rights to be taught and to learn. However, it is a deplorable situation that the playing field is still not level. The way education systems are designed can exacerbate initial inequities and have a negative effect on student motivation and engagement, eventually resulting in dropout. Ensuring that education systems are more equitable; benefits underprivileged students without dissuading other students’ advancement. A qualitative method will be employed, and participants will be sampled purposefully. Undergraduate students from rural areas will be interviewed. Online platforms gratify urban and privileged students, thus widening the gap between the indigent and affluent. The pedagogy for online teaching and learning occurs in a society labelled as one of the most unequal in the world. The most vulnerable students are among those who have inferior digital skills. Barriers to equity in assessment at some higher institutions were identified as having intermittent internet connectivity and religious holidays.

### **MABASA-MANGANYI, BASANI**

University of Limpopo

#### ***I used to hide charts and physical projects for foundation phase modules, Reflections of males’ students’ teachers at a rural African University in South Africa [F2F (I)]***

Teacher training in South Africa has been the responsibility of college of education institutions in the past. Teaching also was considered a female profession and not a male career due several misconceptions attached to it. However, since the dawn of democracy, numerous systems changed abruptly including the training of teachers in colleges of education. Universities are now sole institutions where the teaching force is trained and produced. This study aims at reporting on the reflections of foundation phase male teachers who enrolled in the Bachelor of Education programme at a rural African University in South Africa. The study employed a qualitative research paradigm and a case study design to present the reflections. Data was collected in the form of questionnaires and individual structured interviews. The participants were male student teachers who registered for a B.Ed. foundation phase specialising in Xitsonga home language and Sepedi home language. The study employed a volunteer sampling method where the first twenty participants to consent were used for the study. To gain the twenty participants, the researcher sent forms to Xitsonga and Sepedi male students where the first ten from each group were sampled. The interesting findings from this study are that, male teachers experienced mixed emotions in their journey of training as foundation phase teachers but later became content and gained confidence because their chosen career is still employable when it is compared with some other careers.

### **MADAMBI, SANCTION**

King Sabata Dalidyebo TVET College

#### ***From theory to practice: The challenges encountered by the King Sabata Dalidyebo TVET College students in securing experiential training [OL (I)]***

Placing the Report 191 TVET college students on attachment to get experiential training after completing N6 is mandatory for them to graduate with a diploma. The learner must undergo 18 months of in-service, putting into practice, the theory they learnt from N1 to N6 depending on the program. However, getting a placement has turned out to be a nightmare for many N6 students. This paper explores the challenges encountered by the King Sabata Dalidyebo (KSD) TVET College N6 graduates in securing in-service training as found in a recent case

study. Applying a qualitative research design and using questionnaires and interviews to gather data from the purposively sampled students and staff, the study found that many N6 students were struggling to get in-service training. The study identified the funding of the in-service training, fewer places for in-service training, exploitation, and misplacement, as the major challenges. These findings underline the importance of shifting from the current approaches to student work placement and pursuing perspectives that present student placement as a critical component of the education training process, which requires a transfiguration of its funding model as suggested by this paper.

### **MADAMBI, SANCTION**

King Sabata Dalidyebo TVET College

#### ***Reimagining and innovating a training pedagogy in times of uncertainties: The case for King Sabatha Dalidyebo TVET College students. [F2F (I)]***

The eurocentric pedagogy, assumed the best in fairly distributing knowledge, skills and attitudes, has dominated the South African education and training landscape since the advent of formal education. However; the demerits of such dominance were laid bare by the Covid-19 pandemic which made this pedagogy inapplicable, leaving many students scrambling for education. The ultimate lockdowns also exposed the full extent of inequalities in their multiple manifestations as students tried to gain access to learning processes. Nonetheless, it was not all gloomy as some learners managed to navigate about the lockdown restrictions and studied. These developments demand a pedagogical arithmetic which ensures continuous education and training during times of uncertainties. This paper, another voice demanding pedagogical transformation, explores how the King Sabata Dalidyebo Technical and Vocational, Education and Training College students innovated learning strategies and practices to manage the impact of Covid-19 lockdowns on their training as found in a recent study. Guided by the learning motivation theory, and using interviews and meta study to gather data, the study found that these students accessed education and training using their own methodologies and passed the national examinations—thus reimagining and innovating a productive pedagogy. By focusing on pedagogy as a distinct category, this paper contributes to the theoretical call for a shift from traditional approaches to education and training pedagogy, and pursues perspectives that present pedagogy as a critical component of curriculum which need to be transfigured so that it can respond differently, to the existing world's multiple crises and prolonged uncertainties.

### **MADONDO, NONJABULO & PROF NTHONTHO, MAITUMELENG**

University of Pretoria & University of Pretoria

#### ***Mentoring as a strategy in addressing gender inequalities in South African higher learning institutions: Lived mentoring experiences [F2F (I)]***

Mentoring has been acknowledged and recognised in the literature as an effective strategy to support, develop, and prepare women for senior positions. Research suggest that mentoring contributes to women leadership growth, success and advancement to senior positions. The challenge however, is limited practice of mentoring for women leaders in many higher learning institutions in South Africa. This perpetuates gender inequality where women remain a minority in senior positions of Vice-Chancellor, Deans of Faculty, Deputy Deans, and Heads of Departments in South African universities. This is despite the awareness of Sustainable Development Goal 5 and the legislation that exists in the country, promoting gender equality in the workplace. As a result, women are still experiencing obstacles in trying to break the ceiling to reach senior positions in these institutions of higher learning. Hence, a need for continued interventions like mentoring aimed at supporting, developing, and encouraging women to overcome the challenges they encounter, is urgent. In this empirical paper, we share findings from a qualitative case study on the role and contribution of mentoring in developing women for senior positions in one of the South African universities. In so doing, we draw from

mentoring experiences of nine women leaders who occupy senior leadership positions at a South African university. The findings from individual interviews that were thematically analysed revealed that mentoring contributes to women leaders' professional development, building networking skills, encouragement and increased self-confidence, development of soft skills, career growth and advancement to senior positions. In addition, the study revealed strategies that mentors used in mentoring these women and the role these strategies played in transforming the leadership field in a university. The findings of the empirical research shared in this paper have the potential to add to the limited body of knowledge on lived mentoring experiences of women leaders and strategies that could be used to mentor women for senior leadership in higher education.

**MAEKO, MOGALE SIMON ALBERT**

Durban University of Technology

***Infusing ICTs in technical education practical hands-on activities - A dilemma [F2F (I)]***

Responding to the increasing COVID-19 cases in South Africa, the South African government introduced a lockdown measure partially closing universities as a measure to curb COVID -9 exponential increase. In that context and considering the touted Fourth Industrial Revolution, universities adopted virtual learning to keep the academic activities going and Technology Education Teacher Training was no exception with lecturers having to transform their teaching pedagogies under lockdown restrictions to prepare future teachers. This article presents a snapshot of how technology education university lecturers responded to the crisis from 2020 till 2022 and the impact which remote learning had on practical hands-on activities. Data was collected from four purposively sampled technology education lecturers and fifty pre-service teachers using both questionnaires and interviews. The questionnaires provided quantitative data, while the interviews provided qualitative data. There were several findings which emerged from the study. These include the implications of the pandemic on pre-service teachers' hands-on practical skills development, the impact which lack of practical have in technical schools, and the institutional lack of pedagogical support. The study also established that to develop hands-on skills, traditional educational workshops which involve students observing or manipulating the objects and materials cannot be substituted by innovative pedagogies. The study recommended innovative pedagogies suitable for 21<sup>st</sup>-century industrial needs.

**Keywords:** Practical-Hands Skills, Technology Education, Teacher Training, Remote Learning

**MARINGE, FELIX**

University of the Witwatersrand

***Re-missioning universities in post -colonial settings: transdisciplinarity and decoloniality imperatives [F2F (I)]***

Post-colonial universities have remained vestiges of colonialism despite widespread intentions to transform. In this presentation, we ask the question why and how might the imperatives of transdisciplinarity and decoloniality inspire a much-needed transformation of this sector. Based on evidence from meta reviews of the CHE project on 25 years of transformation in higher education in South Africa and on policy performance on access and success in higher education, the presentation will argue that transformation has been hamstrung by a persistent coloniality, and by several paralyses at the conceptual, leadership, epistemological, ideological and strategic management levels.

The presentation will share a framework based on ideas around transdisciplinarity and decoloniality to underpin a new imaginary for socially-just and resilient transformative higher education post-colonial sectors. The framework will include key elements of a model of transformation which goes beyond mere symbolism placing the need for incorporating epistemological, ideological, leadership and strategic management transformation. The



framework will be supported by key elements from the two discourses of transdisciplinarity and decoloniality which are argued to have more convergences than divergences in their foci and assumptions. These ideas will be considered in relation to the Education 5.0 mission of universities around research, teaching, service, innovation and industrialisation. The presentation will include the following important milestones:

1. Introduction and background
2. A synthesis of the argument
3. Conceptualising the problem
4. Evidence bases and methodology
5. Analysis of the findings
6. A proposed framework
7. Conclusion

The presentation will hopefully inspire rethinking around new directions for higher education in the post-colonial world.

### **MAGUBANE, ZAMOKUHLE**

University of KwaZulu-Natal

#### ***Theorising Black academics' struggles for transformation during the COVID-19 pandemic: A scoping review [F2F (I)]***

The COVID-19 pandemic as our 'new normal' is a persistently troublesome condition and manoeuvring the ways to live and survive under this tragic condition has been fought with many struggles in South African universities. Undeniably, the pandemic has revealed and intensified the marginalities, injustices and social inequalities prevalent in all corners of our society today (Badat, 2020). South African universities were not excepted from this crisis. Even though universities adopted online teaching and learning, this was done under a traditional 'business as usual' approach (Hlatshwayo, 2020) without seriously considering the impacts and challenges that might be encountered by students and academics. In this study, we, therefore, theorise the transformational struggles/ challenges/ stressors/ frustrations encountered by Black academics during the COVID-19 pandemic under the realm of online teaching and learning. The study drew from Nancy Frasers' social justice theory and adopted a qualitative design. Through a scoping review methodology, we explored 62 research articles published since the emergence of the Covid pandemic, that is, March 2020. The findings revealed that there were 1) Ambiguities and uncertainties about the future of higher education, that, 2) Higher education is vulnerable and exposed to systematic Inequalities, and 3) Online learning challenges and the lack of technology and devices revealed that South Africa is not well positioned to embrace the 4th industrial revolution. We recommend that universities develop situational criteria to determine when to move classes online.

**Keywords:** Student, Transformation, Decolonial, University, Teaching, Learning, Curriculum.

### **MAHLAMBI, DR SB**

University of South Africa

#### ***Investigating primary school teachers' perspectives on the impact of the COVID-19 pandemic on learning environments [OL (I)]***

The risks that nations face are increasing as the world becomes a global village and travel becomes more accessible. The COVID-19 pandemic did not stop at the borders of the countries where it was first identified but spread quickly across nations before they could respond. The pandemic affected people of all socioeconomic backgrounds, with the most vulnerable bearing the brunt of the consequences. The current article focuses on the experiences of primary school teachers as the Covid-19 pandemic altered the norm. The lockdown implemented to slow the spread of disease among nations, disrupted traditional schooling. Lockdowns imposed by governments changed teaching and learning practices by

making face-to-face classroom interaction impossible. The pandemic highlighted a gap in the world's educational systems. Wealthy schools and the most technologically advanced countries moved into the e-learning space, leaving developing countries with no choice but to close schools. This paper follows two teachers as they manage their classrooms during the pandemic. Face-to-face interviews and classroom observations in two primary schools were used to collect data for this paper. The findings indicate that teachers understood their roles, despite being taken aback by COVID-19. A rotational classroom, on the other hand, meant that students lost valuable learning time and fell further behind in their academic performance. This article suggests that South Africa increase funding for public schools and improve access to technological teaching and learning tools.

**MAHLATSI, TSHEPANG & MMULA, PULE**

Researcher - TEF & Researcher – TEF

***A Pan-Africanist inclined approach to spatial freedom and humanising capabilities in creating sustainable universities: Expressions from student activists. [F2F (I)]***

Through the perspectives of student activists, this paper explores two important avenues of institutions relative to the realisation of the ideal Pan-African and decolonial-linked university. We draw from the voices of 13 student activist in a university in South Africa using a Participatory Action Research project. Broadly, we aim to reflect and reimagine what a sustainable university community is and the features it embodies through their lived, preferred and encountered experiences in their various groups and interactions. We first explore the diverging internal and external suppressions students indicated as important within the institution. These are a host of structural constraints that impede their activism in achieving a sustainable Pan-Africanist university. The second is an investigation of two identified facets that play a significant role in the transformation and re-evaluation of the suppressions, precisely spatial freedoms, and humanising capabilities. Spatial freedoms reflect the perspectives and sense of being part of a transformative institution through activism and, humanising capabilities that are value-centric on shared ideals among university communities. We will then conclude by realising the ways institutions and related stakeholders may enhance these features in the ongoing pursuit of the ideal student institution.

**MAISTRY, SURIAMURTHEE MOONSAMY**

University of KwaZulu-Natal

***Supervisor-supervisee relationships: Humanities professoriate's perspectives on the potential and limits of democratic engagement [F2F (I)]***

In recent times, there has been increasing calls for a review of the dominant hard science-informed, master-apprenticeship model of research supervision towards reconceptualisations that consider how issues of power might be deliberately subverted to enable democratic supervisor-supervisory relationships. Freirean-influenced post-liberal scholarship in the field draws attention to the student as embodied subject and advocates for a pedagogy and ethic of care (Bozalek et al, 2013) that is both attentive and responsible. While these aspirations are laudable, and worthy of pursuit, supervisors who inhabit higher education contexts characterised by regressive neoliberal accountability and performance regimes, might encounter some level of dissonance as they navigate attempts at the democratic supervision as pedagogy ideal, and prescriptive inflexibilities as it relates to research proposal conceptualisation (and defences), time-to-completion regiments and throughput. In this chapter, I explore the perspectives on supervisor-supervisee engagement of a sample of 22 research-active humanities professors at a higher education institution which has 'deliberately' institutionalised transformation and decolonisation as policy yet overtly subscribes to the tenets of neoliberal governance of the qualitatively rich work of the academe. Theoretically, I invoke the Spinozian power as potestas (transcendental, authoritarian) and power as potentia (dynamic and immanent) as well as Stiegler's notion of the 'conditioned university' to illuminate

the multiple tensions at play when the academe inhabits an inherently contradictory higher education assemblage and the multiple vectors of immanent (ethical) flight they envision.

**MAKHASANE, SEKITLA DANIEL & SASERE, OLUWASOLA BABATUNDE**

University of the Free State, Republic of South Africa & University of the Free State, Republic of South Africa

***Adult learning theory tenets: A panacea to ICT deficiency among educators in South Africa [OL (I)]***

The importance of Information Communication Technology (ICT) in the attainment of educational objectives cannot be overemphasized. Moreso, the late 2019 COVID-19 pandemic outbreak has necessitated the use of ICT in schools like never before. Nevertheless, the level of ICT proficiency among educators might not translate to the desired educational outcomes if ICT-oriented School-Based Teacher Professional Development is not prioritised. This theoretical paper responds to the lacuna of poor ICT skills among educators by advocating the tenets of Adult Learning Theory (ALT) as an alternative to the existing approach(es) as well as a veritable panacea. The paper is located within the transformative paradigm with a view to assist educators to embrace ICT application in classroom. Conceptual analysis principles were adopted to advocate and authenticate ALT tenets as panacea to the aforementioned lacuna. The paper commences with unpacking of the exigency of ICT in teaching-learning process. From there, it explores extant literature to establish the status quo vis a vis the level of ICT literacy among educators; and the essentials of involving educational consultant in ICT-oriented School-Based Teacher Professional Development. Thereafter, the tenets of ALT are topically thematised in a manner that respond to the research question. The implications of these tenets as applicable to effective deployment of ICT training in schools are highlighted with the intention to present them as blue-print for schools. It is argued that adherence to the principles/tenants of adult learning theory in planning, training and evaluation of ICT training in schools would enhance teachers' productivity and ultimately school effectiveness.

**MAKUMANE, MAKHULU ALICE & MATAKA, TAWANDA WALLACE**

National University of Lesotho & National University of Lesotho

***Neutralising the digital divide: is blended learning a viable solution? [OL (I)]***

Digital divide (DD), which is a gap informed by access to digital technology hardware, software and ideological ware resources, is a result of unequal access to material and physical resources that are enablers to accessing internet. Notably, in the contemporary world, this goes beyond access to the internet as it extends to the ability to manipulate educational technologies. Thus, the installation of the internet in communities must not be considered as the sole facility to access. In attempting to curb the divide, blended learning is seen to be a possible viable option. Blended learning is the integration of educational technologies with traditional teaching and learning approaches and seemingly enables equal access to learning, which may translate into the reduction of digital divide. It is against this background that this paper explores the role of blended learning in neutralising DD. Providing lenses to this qualitative case study is the resources and appropriation theory because of its ability to provide lenses of analysing DD because of societal inequalities and unequal distribution of resources. Purposive sampling was used for this research because the participants involved were the recipients of blended learning in an institution of higher learning (HEI). Data were generated through questionnaires, individual structured interviews and focus group interviews. Data were processed, coded and conclusions were made. The research established that blended learning has the capacity to neutralise DD.

**MAKWARA, CEPHAS & MANGUNDU, JOHN & THAMAE, MAMOTHIBE**

Durban University of Technology & Durban University of Technology & Durban University of Technology

***Practices and challenges to e-academic advising of first-year undergraduate students during ERT: Application of the TPACK Framework. [OL (I)]***

The unprecedented COVID-19 pushed academic activities from face-to-face to online modalities around the globe. These activities included online academic advising, usually referred to as e-academic advising, a process of online information exchange that empowers students to realize their maximum educational potential. The e-academic advising process is student-centred and will result in the student gaining a clearer understanding of themselves and the experience of higher education, more so in their first year of study. This study explores the nature of academic advisors' practices, experiences, and challenges in online academic advising during the Emergency Remote Teaching (ERT) period at a university. The sudden shift and the general lack of preparedness for pandemics suggest the possibility of challenges and deserve attention. Through the Technological Pedagogical and Content Knowledge (TPACK) framework, the study collects and analyses data following the exploratory sequential mixed methods. Qualitative phase 1 utilises semi-structured interviews with purposively selected academic advising staff members, after which data analysis will guide phase 2, quantitative data collection using questionnaires. The results of this study could assist university management in the future deployment of initiatives for Information and Communication Technology (ICT)-enabled academic advising for students during ERT and future research on e-academic advising. The limitation is that it is a case study and therefore not generalisable to all but has instrumental validity as it can be used in similar contexts. Recommendations should be taken with consideration that the study was undertaken in one university, which might not be a true representation of the entire higher education landscape. Future longitudinal or cross-sectional studies are encouraged to consider students' views.

**MALULEKE, LUCKY & SIBIYA, ANTHONY TOLIKA**

Nelson Mandela University & University of the Witwatersrand

***E-Learning: A transitional opportunity for South African universities during the coronavirus pandemic [F2F (I)]***

The Covid-19 pandemic is multi-faceted in all dimensions of human and social life with complexities in not only health systems but also the education sector. The novel Coronavirus has not only disrupted the world economies and human life but also disrupted the traditional pedagogies of teaching and learning. Although e-learning has been present for years, the pandemic imposed the reconceptualization of teaching and learning pedagogies, thereby fast-tracking the implementation of online and remote learning and teaching. This paper is based on a reflection on one academic programme at the Nelson Mandela University that abruptly moved from face-to-face to almost fully online mode. The paper outlines the challenges and the benefits of adapting to online learning during these difficult times. The challenges that were faced would serve as lessons not only for the university, faculty and programme concerned but for other institutions that have a similar programme. The programme is called the Advanced Diploma in Technical and Vocational Teaching, and it is offered on a full-time and part-time basis. In the paper, we argue that in a democratic, just and equal society, virtual learning would be most welcomed as a cost-efficient model that also empowers students with techno-skills. However, South Africa has many challenges that make e-learning difficult to implement, for example, power failure, poor network and internet connectivity, disparities between rural and urban areas in access to network and bandwidth, and inequalities in affordability of data/WiFi and electronic devices. Given that e-learning is a present and inevitable reality, this paper, based on the experiences of the above-mentioned programme, concludes by suggesting some reasonable measures of e-learning to suit our challenged context of South Africa.

**Keywords:** E-Learning, connectivity, pedagogic reforms, disadvantaged context

**MANDIKONZA, CALEB**

University of the Witwatersrand

***Analysing experiences of implementing blended learning on a first-year life sciences course through self-reflection***

Following the Covid-19 lockdowns at the beginning of 2020 the university went into Emergency Remote Teaching and Learning (ERTL). RETL entailed noncontact, online or virtual approaches to teaching and learning interactions. When lockdowns and anxiety over the covid pandemic waned, the university resorted to blended learning. Blended learning entails the use of traditional teaching approaches in face-to-face interactions as well as online experiences. Blended Learning (BL) is a strategic integration of teaching and learning approaches that utilize face-to-face and the use of technologies and pedagogic practices. This describes a qualitative narrative report that describes a reflective and reflexive process that the researcher underwent in this personal transition which was influenced by changing conditions in the university teaching and learning context, and policies. Document analysis was used to structure the reflective process and the lecturer's diary and notes during the teaching of the course were the data sources. Students on the course were interviewed for their experiences of their blended learning interactions with the lecturer. The morphogenetic approach was used to analyse the intervention and transformation of practice. Findings point to the important role of changing social conditions in influencing change in practice. Flexibility and adaptability of institutional policies to contextual changes are important for driving individual change in practice. Policies and context forced the development of competencies for blended learning. Although the change in practice was influenced by policies and context, it motivated individual agency.

**MANGUNDU, JOHN**

Durban University of Technology

***Exploring drivers of academic integrity violation in e-assessments by students during the emergency remote teaching. [F2F (I)]***

The unprecedented Covid-19 pandemic has suddenly driven higher education institutions towards emergency remote teaching (ERT), as a way of saving academic programmes. Despite the benefits brought by remote teaching, it has the potential to bring with it, negative consequences such as compromised academic integrity resulting from the use of e-assessments in environments lacking sufficient pandemic response readiness and mechanisms. A few studies have been conducted on the academic integrity challenges of e-assessments during ERT in universities from a developing country perspective. The objective of this quantitative study was to examine challenges to the academic integrity of e-assessments during ERT through a literature survey, and an online survey questionnaire, collecting and analysing data from a randomly selected sample of 201 students in a South African university. Through confirmatory factor analysis (CFA), findings revealed that individual factors and institutional factors have a direct negative impact on the lack of academic integrity when doing e-assessments. Gender differences caused significantly different findings, but age differences did not. Neither environmental nor technological factors demonstrated an impact on the academic integrity of students using e-assessments. The study concludes with a set of recommendations for improving policy and research around the academic integrity of e-assessments. This work reveals how university communities can be assisted to improve their understanding of academic integrity challenges and adopt measures to solve them.

**Keywords:** Drivers, academic integrity, e-assessments, dishonesty, first-year students, emergency remote teaching, university of technology.

**MANIRAM, REKHA**

Durban University of Technology

***Negotiating epistemic access: the case of authentic learning in hospitality financial management [F2F (I)]***

The phenomenon of epistemological access through authentic learning practice in hospitality education is a relatively new focus of research in the SA context, an area of exploration that this paper reports on. In this paper we examine how authentic learning might be harnessed as a pedagogical intervention to enable epistemological access (EA). Interactive Qualitative Analysis (IQA) was employed in this study in which twenty first-year, hospitality accounting students, were purposively engaged in focus group sessions and semi-structured interviews. Data was analysed by applying the IQA analytical protocol. In this study the focus group comprised students that shared similar lived experiences and background that resonates with the phenomenon. In conformance with the IQA framework, ten key themes or affinities (themes) were generated by the participants (students). The findings represent the contradictory nexus of authentic learning and EA. Whilst many students hugely benefited from an authentic learning strategy that enabled their EA, a few of the participants were resistant to engage in this non-traditional approach to learning. Furthermore, the findings reveal that students enter university with different levels of preparedness which may inhibit or support epistemic access. The implications of this study also suggest that higher education institutions review their approaches to teaching and learning to facilitate epistemic access. Such strategies should include creative ways to promote social cohesion, epistemic justice and inclusion, warranting that students from diverse backgrounds engage more meaningfully with one another.

**MAPUTAKA, NONTSIKELELO**

University of Cape Town

***Making a rural workforce: Exploring the influence of habitus in the professionalisation of health sciences of rural origin [F2F (I)]***

The chronic shortage of healthcare workers that is documented as a global challenge is compounded by the maldistribution of the health workforce in rural South Africa. This is despite policy reforms and implementation of WHO guidelines for the transformative scaling of health professions' education. Using a qualitative methodology to operationalize habitus, I employed a collective case design to generate deep conversations with final-year health sciences students (HSS) of rural origin studying at the University of Cape Town (UCT). The aim was to describe their lived experiences as students of rural origin and determine the influences of the learning environment as they adapted to become healthcare professionals. Through this study, I present the theory of practice as a relational multiprofessional framework. By using a Bourdieusian lens and employing habitus as a theory and a methodological tool, it was possible to trace the different forms of capital that HSS of rural origin had access to. The university provided opportunities for their habitus to constrict and dilate, and in different phases, it generated and participants experienced a series of transformative shifts that accrued benefits for patients. The university space as a field of power became a space for symbolic violence as acts of racism and discrimination had an impact on learning experiences for HSS of rural origin. Through this study, the inherent values and strengths of rural communities that have often been overlooked in previous studies are highlighted. A policy review is proposed to address the under-preparedness of rural students for post-matric education.

**MAQUNGO, AKHONA**

Rhodes University

***Black academic leadership in Higher Education: enabling and constraining factors for emerging academics [F2F (I)]***

The South African higher education sector has over the years seen an increased representation of Black African academics. This increase means that Black academics bring forth a different understanding of leadership in a transforming higher education sector that is grounded on Western values, beliefs and practices. Despite collective calls by the government and institutional programs aimed at the advancement of Black academics to leadership roles, the number of Black academics taking on leadership roles is increasing at a slow pace. As such, the current landscape within higher education highlights the need for the critical evaluation of how emerging black academics are prepared for leadership roles.

This paper examines literature on the dominant discourses that influence or deter emerging Black academics towards ascending to leadership roles. Using systematic literature review, 18 journal articles and five doctoral research studies from 2015 to 2021 were identified and reviewed using Google Scholar, Google and Research Gate. Four significant themes identified across the studies were the gender and race stereotypes, policies, legislation and practices, institutional culture as well as how biographical beginnings influence trajectories into leadership roles. The literature results contribute to the body of knowledge by illustrating that individual ability alone does not influence the decision to take up or forgo leadership roles. Similarly, Mazwi-Tanga (2016) argues that academics tend to think that if they possess the qualifications and deep disciplinary knowledge, they can be a dean, then a DVC and then a VC. Without an understanding of the discourses that shape the leadership trajectories of emerging Black academics, our understanding of leadership is incomplete.

**MARONGWE, NEWLIN & CHISANGO, GRASIA**

Walter Sisulu University & Walter Sisulu University

***Pre-service teacher preparedness: How prepared are schools to nurture university student teachers during their WIL in Eastern Cape Province [F2F (I)]***

The purpose of the paper was to explore the preparedness of host schools to nurture student teachers' professional development during their work-integrated learning in Eastern Cape Province. There are increased calls from different stakeholders for universities to produce quality teachers through teacher education programmes offered. School-based experience (SBE) is an integral part any student teacher is expected to undergo for one to graduate as a professional teacher. SBE gives a feel of authentic learning by exposing student teachers to real school working environments for the growth of their teaching skills. Students' teachers will marry theory studied at universities into practice. Given the importance of SBE in the professional growth of student teachers, it is befitting to bring the preparedness of the host schools into the equation. The focus was on arguing whether host schools' work environments sufficiently prepare and expose student teachers to grow professionally in preparation for the world of work. The paper was informed by sociocultural theory of learning to teach. The study employed a qualitative exploratory case study of 20 purposefully selected secondary schools and 30 student teachers. Interviews and focus group discussions were used to collect data from 20 senior management of the selected schools and 30 students respectively. Thematic frames were used to analyse data. The study found that some schools were struggling to expose student teachers to the best resources that promote best practices and nurture them into quality teachers. The paper recommends the intertwining of under-resourced schools with well-resourced schools.

**MARONGWE, NEWLIN & CHISANGO, GRASIA**

Walter Sisulu University & Walter Sisulu University

***Pre-service teachers' perceptions on their level of preparedness for practice teaching: A case study of a reimagining university [OL (I)]***

This study is an exploration of pre-service teachers' perceptions of their readiness for teaching practice. This study focused on classroom management, subject matter knowledge,

pedagogy, and assessment to explore the pre-service teachers' perceived competencies. These variables were deduced from the Minimum Requirements for Teacher Education Qualification, which informs this study. The Minimum Requirements for Teacher Education Qualification are stipulated in the National Qualifications Framework Act 67 of 2008, of the Republic of South Africa, Government Gazette, 2015. This study sought to explore pre-service teachers' readiness to practice teaching at their third year of professional development. Researchers of this study only focused on pre-service teachers who specialise in humanities, natural sciences or economic and management sciences. In this qualitative study, in-depth focus group discussions were conducted to collect data. The collected data were analysed using the thematic approach. This study established that most participants were confident that they had acquired adequate subject content and were aware of learning styles. However, a few were confident to teach using technology, citing inadequate digital skills. Another important theme that emanated from the discussions was inclusive education. Most of the participants were not ready to teach diverse learners, they lacked inclusive education skills. Some students feared going to schools because of learner behavioural problems and violence that has marred South African schools. The implication drawn from these findings is that the curriculum should be redesigned and include inclusive education, intensify the use of technology, and train pre-service teachers on how to deal with learner behavioural challenges.

**MARUMO, MICHAEL & MATASHU, MARTHA & VAN VUUREN, HERMAN**

North-West University & North-West University & North-West University

***Role of curriculum leadership in the designing and implementation of school-based curriculum in South African secondary schools [F2F (I)]***

Effective curriculum leadership facilitates the designing and implementation of school-based curriculum fostering the integration of societal context in the national curriculum. School-based curriculum plays an important role in enhancing the responsiveness of education to the unique contexts of specific needs and challenges of the school and society. School management through the leadership of the principal plays important role of ensuring that school-based curriculum is developed and effectively implemented. School management is however based on involvement of School Management Team (SMT) and School Governing Body (SGB) which is the representative body of the society in the school. As stipulated in South African Schools' Act (SASA), the SGB is responsible for management and control of the school, however focusing on its roles and responsibilities, in SASA, nothing is said about the curriculum especially designing and implementation of school-based curriculum. This leaves out stakeholders' curriculum responsibilities in designing school-based curriculum. This paper therefore explores the role of curriculum leadership in designing school-based curriculum in South African education system. A factor analysis approach was used to analyse data collected from 81 teachers in 40 secondary schools in the North-West Province. The study found that curriculum leadership plays an insignificant role in the designing of school-based curriculum. In conclusion the observed insignificant role played by curriculum leadership in designing school-based curriculum that address context specific needs of the society is an issue of major concern. Recommendations and policy implications for promoting school-based curriculum through curriculum leadership are drawn and provided.

**MASEKO, JS**

University of Johannesburg

***Remote group work – how first years collaborated in a garden project [OL (I)]***

In the past two years, it became necessary to respond with practical changes in learning and teaching modalities to COVID-19 pandemic conditions. Assessment of learning and awarding the efforts was one fundamental demand on both the lecturers and students alike. We extended the utilisation of the technological affordances to facilitate their declaration of "own work" when they submit. The fundamental change in the operations for educational practice



happened in the group garden project and associated reflection report sessions. Both sessions were face-to-face before the COVID-19 disruptions. This student cohort had no opportunity to meet face-to-face, bond, and then learn to work together. We all stayed in our isolated homes and did remote teaching and learning. For this group work assessment opportunity, they still had to communicate and collaborate within the group setting. This paper will report on both psychological and social effects on students within the groups located in their private home spaces. The research question “How are information technology communication and the agenda of social transformation linked?”. We report on the efforts put together to access appropriate tools to facilitate communication and interaction, planting, support for their chosen plants, and harvested produce will be the focus. The group presentation session was live and compulsory for all members to benefit from this final set of marks. In short, it was not easy but they made the effort and their reflections give hope for the future of learning within groups. We utilised the Zoom platform for reflection sessions on prepared questions.

**MASHILO, PHAFANE PETER**

University of Johannesburg

***African identity and school curriculum transformation in South African schools [OL (I)]***

African identity should be at the centre of school curriculum transformation. As part of Africa, South African school curricula should reflect African values, culture, traditions and identity. This does not mean discarding good curriculum practices from Western countries but assimilating them to suit African prerogatives.

**MASUTHA, MUKOVHE & MOTALA, SHIREEN**

University of Johannesburg & University of Johannesburg

***Towards a just and equitable higher education funding model in South Africa? A critical review and analysis of policy gaps, inconsistencies, contradictions and uncertainties [F2F (I)]***

Out of decades of austerity, marketisation, and related neoliberal conceptions of education and society, a student debt crisis has emerged in higher education (HE), and financiers continue to shape the post-welfare university, the very soul of public higher education is at stake. How we choose to fund HE is inextricably linked to the sector’s sustainability, efforts to achieve just and equitable HE experiences and outcomes, and is indicative of what and for whom we believe HE is for. In this paper, with South Africa as our focal point, we explore the intersection of (in)equity and HE funding within the context and notion of transitioning to a ‘new African university’. Despite the introduction of ‘free higher education for poor and working-class students’ in December of 2017, the HE funding fault-lines and challenges remain, with many students underfunded or unfunded, and some graduating or dropping out with mountains of student debt amidst a lack of policy certainty. The pandemic has worsened an already untenable picture for HE. As the country reimagines HE funding systems and various student financial aid models are explored, we contribute to this important debate a critical review and analysis of gaps, inconsistencies, contradictions, uncertainties and implications of how the HE funding challenge has been framed in government’s commissioned policy proposals. Drawing on the concepts of social solidarity, epistemic and reparative justice, we suggest that addressing the HE funding challenge will require fundamental shifts in what we consider to be roles of HE in post-apartheid South Africa.

**MATASHU, MARTHA**

North West University

***Does higher education matter for economic development: A human capital ontological lenses into South African higher education. [F2F (I)]***

The purpose of education in the civilization of society can be traced back to over 2500 years ago. In the Lacedaemonian constitution, Xenophon rationalized how the Spartans planned their education to meet the economic, social, and military goals of the nation. Similarly, Plato established an educational model in the Republic to meet Athens' leadership and political demands. The South African government, like many other nations, invests a significant amount of its gross domestic product (GDP) in higher education. Despite massive government spending on higher education, South Africa suffers significant unemployment, terrible poverty, low living standards, and rising inequities. The observed trend gives rise to the question of what is higher education in South Africa? In consideration of the empirically observed inconsistencies between government investment and economic development issues, this renders the current paradigm of higher education insufficient to satisfy societal demands. This suggests that the scope of postsecondary school education must be reconfigured to accord with the explanatory power to resolve these discrepancies. To address current conceptual gaps, the study employs a theory adaptation technique to introduce the human capital theory to expand the conceptual scope of higher education to include human capital and economic development dimensions. The critical necessity for expansion of the scope of higher education beyond generating graduates who want targeted to be workers rather than those who may autonomously construct independent productive livelihoods in their communities warrants the theoretical inclusion of a human capital development perspective. The findings of the study will highlight new ontological lenses through which higher education should be conceptualized to understand its contribution to economic development.

**MATHOMO MOILA**  
UNISA

***Teaching assistants' use of a learning management system in a South African Distance University***

Teaching assistants play a significant role in supporting students through online tutoring offered at a distance university in South Africa. With the large numbers of students enrolled for modules, the support from teacher assistants is essential. They, therefore, undergo training for tutoring in an online environment, followed by an evaluation. However, the evaluation process is deficient in that it does not provide a hands-on application of online tutoring. Hence the aim of this article is to explore teacher assistants' use of a learning management system. The assumption is that effective use of a learning management system engenders effective students' support. This qualitative study used semi-structured interviews and document analysis of participants' tutoring sites. Findings revealed that teaching assistants' student support is limited to the use of the announcement tool. The announcement tool does not promote collaboration, cooperation, and critical thinking in the students. Collaboration, cooperation and critical thinking promote students' online learning and satisfaction. A recommendation is that teaching assistants should be supported and developed on the use of collaborative tools in the learning management system.

**MATSEPE, DAVID**  
University of Johannesburg

***Re-considering climate change education into Curriculum and Assessment Policy Statement (CAPS) in South Africa [F2F (I)]***

The climate crisis is the greatest threat facing our planet and South Africa can never divorce itself from this threat. We have little time to turn around the tide and education is critical in doing so. In South Africa climate change education is poor and this is especially the case among countries most responsible for current levels of greenhouse gases. It is against this backdrop that an urgent action among education and climate stakeholders is needed to

integrate the education sector and climate policy and decision-making to position the education workforce as climate stakeholders and strengthen the capacity of education systems to engage in climate action. This study aimed at exploring necessary models in integrating climate change education into the CAPS. The study targeted teachers from the intermediate phase, the senior phase and Further Education and Training (FET) phase. Purposive sampling is used to select teachers that the researcher felt that their subjects are directly or indirectly related to climate change. The study uses interviews to ascertain the research problem and to gather valid and reliable information from the teachers. The thematic data analysis method will be used to analyse the data.

**MAWELA, AILWEI SOLOMON**

University of South Africa

***Department heads' role in the use of information communication and technology to improve curriculum delivery in schools during and post covid-19 [F2F (I)]***

Around the world, the COVID-19 pandemic disrupted education and learning. Around the world, the significance of integrating information, communication, and technology (ICT) has been stressed. The role of department heads in the use of information communication and technology to improve curriculum delivery in schools is examined in this study. In this case study, the qualitative method was used with an interpretive paradigm and transformative learning theory. The purposive sampling strategy was used to sample ten (n=10) department heads from Johannesburg schools. A semi-structured interview guide and document analysis were used to gather data that was used to identify and discuss themes. The findings revealed that, for a variety of reasons, department heads had difficulty responding to the covid-19 during and after the covid-19 using information communication and technology. Some of the primary hindrances to effective curriculum delivery in schools were identified as a lack of expertise on how to use ICT, insufficient infrastructure that promotes the use of ICT, and a lack of ICT resources. A shortcoming on the part of the department of basic education, according to department heads, is a lack of training in the use of ICT resources for curriculum delivery. One of the reasons for departmental heads' obstacles in delivering curriculum using ICT in schools was teachers' lack of cooperation with the use of ICT resources. To equip department heads, the study suggests that they get in-service training to plan, implement and manage the use of ICT for effective curriculum delivery in schools. Outsourcing ICT equipment and providing necessary infrastructure is also necessary for individual schools. More research is needed on how to get teachers to cooperate in using ICT to deliver curriculum in schools.

**Keywords:** curriculum delivery, covid-19, departmental heads, information communication, and technology

**MAYOMBE, CELESTIN**

North-West University

***Non-school-based vocational skills training and labour market outcomes of disadvantaged youths in KwaZulu-Natal, South Africa [OL (I)]***

Unemployment and absolute poverty mostly affect unskilled youths in Sub-Saharan Africa and South Africa. The reason is that they lack employability skills allowing them to be involved in income-generating activities. To tackle the problem in KwaZulu-Natal, the local governments provide non-school-based vocational skills training to disadvantaged youths to help them gain employability skills and integrate into the labour market. However, the main concern is the smooth school-to-work transition of the graduates. This paper examines the effectiveness of non-school-based vocational skills training on the labour market outcomes of disadvantaged youths in KwaZulu-Natal. It focuses on the post-training activities of the graduates in the labour market. The study used quantitative research methods to examine the effectiveness by distributing survey questionnaires to the participants. Purposive sampling was used to select 512 young trainees from 24 training centres. The findings reveal that 65.4% of the trainees

got employment toward the end of the training programmes or after graduating. Some trainees signed work contracts with the host companies that provided non-school-based vocational skills training programmes. The author concludes that to some extent, the vocational training programmes were effective in empowering disadvantaged into the labour market. **Keywords:** Youth unemployment, vocational training, skills training, non-school-based training, vocational training, labour market, employability.

**MBATHA, BONGANI**

University of the Free state

***Uhuru's "Y-tjukutja," Pan-Africanism and the mediation of meaning in contemporary Kwaito music [F2F (I)]***

In August 2013 Kalawa Jazmee Records released "Y-tjukutja," a single hit made by Uhuru in collaboration with several Angolan and South Africa musicians. This work is a collaboration of multiple musical styles current in Angola and urban black South African styles such as kwaito and house music, themselves the results of years of linkages between Angola and South Africa through both politics and the music industry. In this paper, I argue that the single hit "Y-tjukutja" functions as a sign which is primarily interpreted as a notion of collaboration by both listeners and musicians themselves. This collaboration is, of course, recognized through the music itself. In this paper, I will focus on the two ways in which this collaboration is maintained and produced through various social media. First, collaboration is seen in the manner that the music is fused together, both in the remixing and promotional processes. Second, and most importantly, the notion of collaboration rendered by the music is understood differently by different interpreters, each coming to "Y-tjukutja" with an exclusive set of biases (sometimes socio-political and cultural experiences). Each set of experiences, involves the listeners' and musicians' ideas of collaboration. However, understanding collaboration is an evaluative strategy that engages consumers in social media to articulate their own ideas about Pan-Africanism and ownership. I want to suggest that the socio-political dynamics from which and through which the music derives meaning remain highly ambiguous in this song and in some of my doctoral interviews. I read this song and comments from my participants as an example of how ideas of Pan-Africanism and ownership need to be further problematized. I will use critical commentaries from the video of "Y-tjukutja" on YouTube, fused together with my doctoral interviewees as a forum where consumers of kwaito articulate deep-seated ideas about 'oneness' (Pan-Africanism) or sometimes divorce themselves from those ideas of 'oneness' to claim their individual identities.

**Keywords:** Mediascapes, Pan-Africanism, decoloniality, ethnography and Kwaito music.

**MBATHA, AMANDA**

University of KwaZulu-Natal

***Exploring academics' experiences of the emergency remote teaching. A case study from the University of KwaZulu-Natal***

Considering the social-distancing and non-medical preventative measures placed on South African citizens to curb the spread of the Covid-19 pandemic in the year 2020, many higher education institutions were presented with changes to their traditional pedagogy. This was because of sudden closures of these institutions, which presented academics with a new mode of instruction namely, emergency remote teaching (ERT). This temporary shift of instructional delivery to an alternate mode due to crisis circumstances (Hodges et al., 2020) was imposed on academics to ensure that the academic year was not lost. However, academics found themselves confronted with the challenges of transforming their traditional methods of teaching face-to-face to incorporate online pedagogies, while also dealing with a fear of the unknown, technological stressors and the inherent trauma of the pandemic. Therefore, in this study, we explore and theorize academics' experiences of ERT using a qualitative approach which draws from the concepts of phenomenology to understand the

unique experiences of the academics. Seven participants were purposively selected and semi-structured interviews were carried out with them. Although the findings show that the academics were presented with mostly challenges, some successes were also noted. The importance of technological support, the ability to adapt to change, and adopting a care approach during such unprecedented times was paramount.

**MBATHA, KHANYISILE**

Unisa

***The value of teacher training in ICT pedagogical skills for effective ICT integration in the classroom [F2F (I)]***

The advancement of educational technologies has the potential to transform the teaching of commercial subjects in high school. However, the complexities associated with pedagogical integration of ICT in the teaching of commercial subjects, require teachers who are digitally fluent and pedagogical savvy. These complexities are multidimensional, and include digital capital, self-efficacy, and technological pedagogical knowledge. Drawing on mediated learning experience theory, this work investigates the value of ICT training in developing commercial subject teachers' digital fluency, and technological pedagogical knowledge, for effective ICT integration in the classroom. A multiple case study approach was adopted and three ICT trainers and four high school commerce teachers were conveniently and purposively selected to participate in this qualitative study. This qualitative multiple case study deploys ICT training observations, and semi structured interviews were used to collect data and classroom observations to understand the mediation that takes place during ICT training. The findings illuminate that teachers require continuous training to keep up with digital pedagogical developments. Evidently, ICT training in this study was found not to provide much-needed ICT pedagogical skills, however, it exposed teachers to basic computer skills. Consequently, after ICT training teachers must improvise to integrate ICT into teaching and learning.

**MBHELE, SEBENZILE**

UKZN

***Using the activated Classroom approach to enhance teaching and learning in large English classes: Pedagogy for the online 21st century teacher***

The Activated Classroom Teaching (ACT) approach is an innovative teaching approach to teaching and learning in the digital age that remains less explored in South Africa. This is even so despite research showing that online education will become an integral part of education. These are digital students who use technology for most activities in their lives yet digital pedagogies that revolutionise the classrooms remain elusive. The purpose of the paper is to determine how ACT could be used to enhance the teaching and learning of English in large classes. Guided by Critical Theory Pedagogy, the paper reviews the literature on how lecturers, through using ACT, can be the heart of educational improvement. Findings indicate that students prefer online learning over traditional face-to face learning due to benefits such as flexibility, accessibility, student-centeredness and many more. Furthermore, the ACT approach has been found to improve students' vocabulary and writing skills in English. Student engagement and motivation to learn increase. Co-operative learning can also be fostered among students. The paper concludes that ACT can be used effectively to enhance teaching and learning in large classes, to improve English language skills and affective skills. Furthermore, ACT allows for multi-level instruction of students at different levels of competency. For effective use of the ACT approach, the paper recommends the implementation of the pedagogical aspect as outlined in the Technological Pedagogical Content Knowledge Model (TPACK).

**MCAULIFFE, S & LAMPEN, E**

Cape Peninsula University of Technology & Stellenbosch University

### ***Disrupting mathematical thinking: a case study of preservice primary teachers***

Education students bring a variety of knowledge, habits, and pedagogic expectations about mathematics into their courses. This creates challenges and opportunities for students transitioning between school and university mathematics. Despite widespread adoption of the 21st-century skills framework by education departments and teacher education programs, mathematical thinking as a process is not evident in classrooms, and weak levels of performance in problem-solving type questions remain a recurring theme. This study reports on patterns in the assessment of a group of B.Ed. first-year primary students who took a compulsory course in problem-solving that foregrounded the processes of mathematical thinking. The pedagogy used in the course involved explicit revisiting and reframing of students' abstract mathematical approaches as problem-solving processes appropriate for primary school teaching. The course is premised on communication, creative thinking to devise experiments, conjecturing and reasoning, which are mathematical interpretations of 21st century skills. Polya's problem-solving heuristic was used as reflection prompts and guidelines for problem-solving, and solution strategies in the course test were analysed in relation to this. The results indicate that advanced and abstract procedures learned at school often prevent student teachers from being able to reason from problem-solving principles appropriate for teaching in primary school. This aspect of mathematical knowledge for teaching is crucial to enable teachers to change from teaching mathematics as a set of rules that must be remembered, and to focus on mathematical thinking as a human endeavour, as required by our national curriculum.

**MCDONALD, ZAHRAA**

University of Johannesburg & JET Education Services

### ***Exploring supplementary pathways within initial teacher education [OL (I)]***

Teachers form the core components of education systems. Teacher salaries are the biggest budget item for education departments. Teacher quality also has the largest impact on learning outcomes in an education system. Yet, South Africa is said to face massive shortages in the supply of teachers in the next decade. Combined, these generate an impetus to enhance our understanding of teacher education. Establishing and demonstrating the efficiencies and impact of credible supplementary ITE pathways which can generate high-quality, effective teachers for public schools in South Africa, and for the adoption of such mechanisms as formal pathways to a teaching qualification, is within this context. In this panel, the papers all explore the extent to which teacher internships could offer this credible supplement.

#### ***Paper One – Alternative pathways to teacher education: Learning to teach over time in SA***

Alternative implies something different to what would generally be used. On the other hand, what is an alternative to teacher education or learning to teach in South Africa has shifted many times over the course of the last 100 years. For example, what is currently referred to as a teaching internship in South Africa, has strong affinities with the pupil-teacher model applied early in the last century. A critical difference however is that the pupil would not have been a student at a higher education institution as well. This paper asks what can be regarded as an alternative to learning to teach in South Africa, and when? The paper forms part of a larger collective impact project, the Teacher Internship Collaboration of South Africa, that is attempting to examine how and to what extent teacher internships could be scalable, effective and an efficient teacher education pathway. The paper draws on literature as well as empirical data from a scoping study of organisations and institutions that offered teacher internships in 2021. The paper finds that which is alternative, is varied, and requires more refined terminology.

#### ***Paper Two – Participant experiences of a school-based student teacher programme***

There has been widespread criticism in South Africa that teacher education programmes are not sufficiently grounded in practice. We are of the view that while some of this criticism is warranted, such generalizations unfairly question the quality of all teacher education programmes in the country. We are critical of the over-emphasis on practice experience for

students with little connection to theory – internationally this is observable in the “practicum/practice turn”. We are however not convinced that traditional internship models necessarily prepare student teachers better than traditional models. Three factors come into play here: a) the quality of the supervision of the student teachers at the school, b) whether the teachers at the school serve as role models of good practice, and c) whether there is a solid relationship between the school and the teacher education institution. The latter implies to us that the school is fully aware of the curriculum of the teacher education programme and that the mentoring at the school takes heed of the core perspectives of the curriculum. It is against this background that the UJFE began its first year of piloting an online B.Ed. in Foundation Phase Teaching for school-based student teachers at selected partner schools in 2021. In this paper, we report on lessons learnt when presenting an online teacher education programme.

### ***Paper Three – District Based Teacher Recruitment Strategy project: Looking back and thinking forward***

The District Based Teacher Recruitment Strategy (DBTRS) project started in 2015 and concluded in June 2022. The project aimed to increase the number of competent teachers in rural areas by improving knowledge and skills, preparing teachers for the profession, and capturing the lessons learnt to share with the sector to inform a way forward. The project was implemented in close collaboration with the Department of Basic Education (DBE), Higher Education (DHET), Free State Department of Education (FSDOE) and two higher learning institutions. Since July 2015, SCSA has recruited two cohorts of students from the rural Thabo Mofutsanyana Education District (TMED) in the Free State. The first intake of 49 student teachers occurred in January 2016 and they were enrolled for B.Ed. Foundation Phase degrees at UNISA. The first students from this initial cohort graduated at the end of 2019 and were subsequently employed. In 2017, a second cohort of 45 student teachers was enrolled for B.Ed. Intermediate Phase degrees (Specialising in Mathematics and Science) at NWU. Most of these students graduated in January 2022. Key lessons will be shared on recruitment processes, student teacher support, value of partnership, student teacher and school perceptions, overall results as well as recommendations for the future.

### ***Paper Four - Student Teachers: Instructional Immunity and Self-Organization***

Student teachers arrive at universities with perceptions about instruction that they developed from years of observing their own teachers teaching them at school and these are difficult to change with university courses and practices (Rusznyak, 2009). What student teachers observed and internalized while they were students in schools serves as a barrier and prevents other ideas from taking centre stage in their instructional practice (Kegan and Lahey, 2009). With intuitive ideas of instructions, student teachers need ways to reflect on their own thinking and to self-organize (Siegel, 1999). Despite the immunity, placing the student teachers in interpersonal relations with the intention of self-organizing could be a key to understanding resistance to change and better understanding the mental state that motivates and drives ideas within student teachers. This paper examines the role of interpersonal relationships in initial teacher education especially those related to teaching practice as an integrating or culminating idea that brings years of learning (theory) into a system of self-organization that will form the internal mechanism for student teachers to navigate their future work. The paper further considers what the effect of a longer teaching practice realised through teacher internships might be. There are forms of interpersonal relationships that function to support student teacher self-organization to overcome immunity to change or instructional immunity. Forms of engagement with clear external representations for student teachers to internalize form the basis for self-organization.

**MCDONALD, ZAHRAA**

University of Johannesburg & JET Education Services

### ***Epistemic access and success of historically marginalised students in South Africa: Revisiting assumptions, practices and looking ahead [F2F (I)]***

With the increasing demand for and transition in higher education, particularly in the context of the Fourth Industrial Revolution and the decolonization movement, student participation, access, retention, and success, have become critical areas of concern in both government and academia in South Africa. With the provision of free higher education for students in need of financial support in South Africa, it was assumed that the question of formal access had been significantly addressed; however, research conducted for the CHE focused on epistemic access found that formal access is never absolute for students from disadvantaged communities. The five papers in this panel present the overall findings from six university case studies in South Africa, a quantitative interpretation of key factors impacting students' epistemic access and success, and two case study papers based on the findings from the Universities of Pretoria and Limpopo. This panel sets out to explore the experiences of successful university undergraduate students with a very specific background profile, i.e., students who suffered a considerable degree of marginalisation by virtue of originating from poor families and communities, and who graduated from relatively underprivileged schools in rural and township areas. The papers are based on a study undertaken at the Ali Mazrui Centre for Higher Education Studies (AMCHES), University of Johannesburg. Together, the papers illustrate student experiences that generate narratives of dependencies as well as perseverance and resilience in the face of financial, academic, and social constraints.

#### ***Paper One – Epistemic access and success of historically marginalised students in South Africa: The 'new normal.'***

Overall, the findings from the six university case studies suggest that students' epistemic journey is a function of their integrated, co-created experiences comprising student agency and institutional mediation. Although student responsibility and agency are key factors, the data underlines the crucial role of institutional mediation or capability in the official and pedagogic domains, with the social domain of student life emerging as quite significant and the domain requiring far greater attention than has been the case in the past. Several important themes emerge, notably, student under-preparedness and the school-to-university knowledge gap, the continuing importance attached to academic development programmes, the notion of 'compensatory capital', the 'NSFAS funding dependency problematic', first-generation student status pressure, the curriculum quandary of African languages and, not least of all, student resilience. The data raises questions about the sustainability of the student funding model, increasing reliance on academic development, and the power of 'compensatory capital', among others.

#### ***Paper Two – Student capability related to financial constraints***

Higher education is a complex space where students and staff navigate academic and social identities, opportunities, and aspirations. This paper presents a case study of staff and student narratives framed with the capability approach, which highlights the enabling and constraining factors related to disadvantaged students' access and success. First-generation students from socioeconomically disadvantaged backgrounds face layers of systemic and individual constraints in higher education. The first part of the paper briefly maps out these layers of disadvantage by drawing on staff and student narratives. The second part of the paper theorises a capability set for first-generation students with precarious access to financial resources. The capability set outlines the opportunities and freedoms that students have reason to value, as they pursue academic and personal aspirations. The capability set further considers structural aspects that impact on individual and collective freedoms.

Finally, the capability set addresses structural arrangements that could enable individuals to enhance their agentic and resilient responses to challenges and opportunities in higher education.

#### ***Paper Three – Reconceptualizing epistemic access and success of historically disadvantaged students in the light of the Covid-19 pandemic in the South African Higher Education landscape***

This paper makes an analysis of the implications of opportunities and challenges on policy enactment, focusing on epistemic access and success in higher education institutions (HEIs).



To frame this analysis, I advance three arguments. The first one is that there is a need for the reconceptualization of what epistemic access and success mean in the post-Covid-19 pandemic. The second, which forms the main thesis of this paper, is that there is a need for reflection on how technological innovations, such as online teaching and learning enable or inhibit epistemic access and success of students from historically disadvantaged universities, which remains a serious concern, in large part, a remnant of the legacy of inequality in South Africa. The third point is to reflect on the barriers imposed by institutions.

***Paper Four – Epistemic access and success of historically marginalised students in South Africa. The ‘new normal’***

This paper presents a quantitative interpretation of key factors impacting students’ epistemic access and success. The key insights from the statistical analyses are that disaggregating national, institutional and faculty level headcount and throughput by population group and gender is illustrative of important trends in the South African higher education landscape. At a national level the findings reveal that in relation to population group or race and gender, headcount and throughput present an image of a transformed higher education landscape. At a level down, at participating institutions, disaggregating headcount by population group or race demonstrates continued patterns of historical and geographic legacies. At the level of humanities and natural science faculties at participating institutions, it is demonstrated that the gender distribution is skewed in relation to the national and institutional headcount. The paper considers whether additional categories, ought to be considered as well to sketch a comprehensive representation of the higher education landscape.

***Paper Five – Access and success in Higher Education: Lived experiences and aspirations beyond hurdles***

This paper, argues that despite the odds several students successfully finish their degrees. The paper posits that universities can only meaningfully succeed in this project when they pose to comprehensively understand the lived experiences of these students starting from their homes, their communities, and their high schools through their university and academic experiences, up to their future dreams. From the lenses of community cultural wealth theory, theory of resilience and campus culture, this paper presents and expounds evidence of such experiences of historically disadvantaged students.

**MCDONALD, ZAHRAA & XABA, NOXOLO & MOLOKWANE, PATRICK**

JET Education Services & JET Education Services & JET Education Services

***Holistic evaluation of education interventions: cases of evaluating qualification frameworks***

There is a plethora of interventions aimed at improving learning / education outcomes at different levels of national education systems; in South Africa, this could thus be at school, district, provincial or national levels, for example. Such interventions have been evaluated in several instances. Evaluations tend to focus on whether, and to what extent, the intended aims of intervention have been achieved. Why the intervention came about, who conceptualized it, who decided that the intervention is needed or what the assumptions of the intervention were, are generally not explored from within the perspective of political economy. Novelli et al. (2014), adopting a political economy approach, found that education policy interventions are often dislocated from structures and power dynamics in conflict-affected contexts, for instance. Of course, a premise of an evaluation is that it should be grounded on empirical evidence and hence particular limitations are always present.

The extent to which these limitations are articulated and impact the outcome of the evaluation is often not broadly/widely examined. For example, unlike peer-reviewed research, evaluations of education research are often reviewed only by the funding entity, as opposed to wider stakeholder engagement. In addition, the extent to which feedback is sought from a range of stakeholders that are impacted by the intervention is generally limited, as are the theoretical assumptions that underpin the evaluation questions. The past, as a political-economic context is moreover, seldom engaged with rigorously during evaluations. This paper will examine education evaluations from the perspective of political economy. To this end, it

will engage with the 4R framework; redistribution, recognition, representation, and reconciliation.

**MDLETYE, ZIZIPHO & USADOLO, SAM EREVBENAGIE**  
Durban University Technology & Durban University of Technology

***Using a blended learning approach to encourage course interaction in a first-year business communication module [F2F (I)]***

The Covid-19 pandemic has resulted in the increased use of blended learning as a teaching approach that may be assumed to encourage higher learning to take place regardless of one's location. Existing research on blended learning indicates that this teaching approach is valuable and may be used to get students to increasingly engage in their studies, leading to educational success. This study aims to examine the effectiveness of blended learning in encouraging course interaction amongst first-year students, studying a business communication module. Data was collected through a cross-sectional survey whereby a questionnaire was distributed to the respondents using Google Forms, data was analysed on the same platform. Results indicate that blended learning is successful in driving course interaction as the combination of class-based and online engagement proves to make a positive impact on how likely students are to engage in course content. Most of the students indicated that they would recommend blended learning, however, a few felt differently.

Keywords: blended learning, business communication, course interaction, student engagement, higher learning

**Sub-theme:** The changing spaces within which educational teaching, learning and research action are conducted.

**MDODANA-ZIDE, LULAMA**  
University of the Free State

***An interventive collaborative approach with Write Site on ESL students' academic writing [OL (I)]***

The objectives of this study were to explore academic writing challenges ESL students experience at university level, and the impact thereof, of a collaborative approach between a lecturer and one South African university's Write Site centre, as an intersession to assist English Second Language (ESL) students on their academic writing. The Council for Higher Education, introduced new policies, such as, to mention a few, to increase access for previously disadvantaged students to higher education (massification of higher education), articulates that academic support programmes were introduced in South Africa to assist under-prepared students at universities to benefit from lectures, writing centres and tutorials. However, the problem of poor academic writing by university students persists, with students struggling to obtain the required academic writing standards. With the ADDIE model incorporated in the methodology framework, a convergent parallel mixed-methods design was employed, with data collected in three phases. The three phases comprised of pre-test, post-test, and questionnaires. Data was analysed using a sample of 550 first-year FET students. Data was analysed concurrently. Preliminary findings reveal that ESL students experience challenges with academic writing skills at university level, such as organization, writing the table of contents, paraphrasing, referencing and in-text citations. Additionally, the study found that the collaborative intervention of a lecturer and the Write Site centre assisted students to improve their academic writing. The study recommends that more collaborative strategies be explored to assist in mitigating the academic writing challenges ESL students experience at university level.

**MEERAN, SAFURA**

University of South Africa

***Ethnomathematical games as an alternative strategy: Empowering Intermediate Phase Mathematics teachers [F2F (I)]***

With the poor performance in Mathematics being so widely reported, the need to improve Mathematics education is a national concern (Daily News, 2019). Mathematics is still being widely taught in a teacher-centred, Eurocentric instructional approach, which may be a factor in both learner performance and attitude towards the subject. The purpose, therefore, of this article is to explore the perceptions of Intermediate Phase Mathematics teachers of an intervention programme of indigenous ethnomathematical games to teach mathematical concepts. The methodology followed a qualitative case study design. Ten Mathematics teachers from different schools in KwaZulu-Natal were selected to be part of the focus group discussion that took place after the intervention programme on ethnomathematical games was completed. Findings reveal that the ethnomathematical games were a novel idea for the teachers that had not been previously explored. They did, however, also foresee potential challenges that may arise, such as difficulties in playing the game. The recommendation is that indigenous games be used in the classroom to create new avenues for making Mathematics interesting, and a more authentic, fun approach to learning. It is therefore suggested that education departments start exploring these initiatives to workshop teachers. The aim of this study was to provide teachers with contextually relevant approaches to teaching Mathematics. Future research could explore whether indigenous games have the potential to improve the performance of learners in Mathematics classrooms.

**MENTZ, KOBUS & SWART, GERT & VAN JAARVELD, LEENTJIE**

Faculty of Education, North-West University & Retired School Principal & Faculty of Education, North-West University

***The role of a school leadership philosophy in motivating role players in a changing education landscape [F2F (I)]***

The execution and findings of this research project clearly indicated that the educational landscape in which research in schools is conducted is rapidly changing. Traditional views and practices on school leadership are no longer valid. The project was conducted in 26 schools in a district in Gauteng with the aim of establishing what impact the leadership philosophy of the school principal has on the staff and learners in the school. The research project included a total number of 507 participants. Complexity theory guided the investigation, and it was evident that hierarchical leadership structures in schools are making way for participative leadership, leaving some traditionalist leaders in the cold. Quantitative methods included the implementation of similar questionnaires for school principals and teachers. Results indicated that principals' self-assessments of the effectiveness of their leadership philosophies are not always shared by the teachers that they lead. Principals view themselves as self-driven. The research revealed the multi-dimensionality of the motivational role of the school principal. A complex set of factors determine the effectiveness of the school principal in guiding teachers, learners, and parents in an ever-changing environment. This holds implications for the way in which researchers approach their tasks in conducting research in schools with a view to contribute to a better understanding of the transformation taking place in schools.

**Subtheme:** The changing spaces within which educational teaching, learning and research action are conducted.

**Keywords:** Leadership philosophy, changing education landscape, school principal, motivation, complexity theory

**MESKIN, TAMAR & VAN DER WALT, TANYA**

University of KwaZulu-Natal & Durban University of Technology

***It's never going away: Teaching embodied practice in the post-Covid new normal [OL (I)]***

The Covid-19 pandemic profoundly affected the global education industry, necessitating the migration from in-person instruction to online and remote teaching. Higher education institutions in South Africa were no exception. In 2020, South African universities shut down their normal functioning, replacing the traditional lectures, tutorials and examinations with zoom meetings, continuous assessment, and WhatsApp groups. For teachers like ourselves, whose field of Drama and Performance is an embodied, 'live' discipline, this shift presented an existential challenge. How does one teach such embodied practice remotely? We, along with our colleagues, were forced to examine our long-held 'signature' pedagogies and approaches, and find a new way to teach. This also forced us to re-examine not only how we teach, but also what the students are learning in our classes. In this paper, we reflect on the challenges, opportunities, losses, and gains from the perspective of mid-2022, where, despite the loosening of Covid restrictions, university teaching will never revert to pre-Covid mindsets and practices. We ask the question: How do we navigate this new educational world of hybrid learning, and learn to embrace the challenges as well as the benefits it offers? Using data generated through interviews with selected Drama academics across the country, we utilize an ethno-theatre approach to interrogate what this means for us as educator-artists, and how we might utilise the lessons learned from the difficult Covid years to chart a new path into the future.

**Keywords:** Embodied practice, online teaching and learning, hybrid learning, ethno-theatre

**MGQWASHU, EMMANUEL**

North-West University

***Rethinking support for university teachers in a decolonising Higher Education context: the role of Academic Developers [F2F (I)]***

The diverse histories of each of the 3 formerly different Higher Education Institutions that became North West University (NWU) continue to challenge academic staff to address the need for the development of decolonial curricula. Tasked with a mandate to render academic development support to academic staff, postgraduate, as well as undergraduate students to achieve equity (not equality) of outcomes, the Centre for Teaching and Learning (CTL) needed to re-think its role if the challenge to decolonise the curriculum was to be realised. While CTL conceded that there were common, fundamental, and core Student Academic Development and Support and Academic Professional Development needs across the three campuses that could be aligned, our engagements have shown repeatedly that 'support' is always 'situational' and, inadvertently, 'contextual'. This is more pronounced in a merged university where, on the one hand, some of the lecturers teach in a class with +- 50% of the students who come from rural contexts and received schooling from the former Department of Education and Training public schooling system, and other lecturers teaching +- 50% of the students coming from former Model C or Independent Examination Board schooling backgrounds. Similarly, support for these groups of students cannot be aligned across the three campuses. Drawing from the Bernsteinian notion of 'formal educational knowledge' as realised through 'curriculum', 'pedagogy' and 'evaluation', this paper presents the rationale for a restructured CTL at NWU to better respond to the demands for decolonising the curriculum and offer a nuanced approach to supporting the academic project.

**MKHIZE, BONGANI**

University of Johannesburg

***Transitioning into technologized teaching modalities: Implication for instructional leadership [F2F (I)]***

COVID-19 plunged instructional leaders into an unprecedented catastrophe. Many instructional leaders are traversing the uncharted territory of transforming teaching into technologized modalities. This conceptual paper will critically examine the role of instructional leadership in transitioning teaching into technologized modalities in deprived school contexts of South Africa. The paper will also report and reflect on the empirical evidence about instructional leadership strategies that are used to address myriad challenges that emerge during this time. The author will also examine the lessons learnt and important implications for instructional leadership on transforming teaching into technologized modalities. The issue of deprivation is multifaceted and poses enormous challenges to teaching and learning. What instructional leaders do or do not do has significant implications for transforming injustices of the past.

**MKHIZE, DUMISANI EZRA**

Durban University of Technology

***Final year students' response to emergency online learning at a University of Technology: Case Study [F2F (I)]***

Almost three years into the pandemic and there seems to be no end to it yet, overall, the whole world is not out of the woods. As investigators in the study, we are concerned about the mental models that our students possess about remote learning that they receive in teacher education programmes. We are not with our students as lecturers to monitor their progress. We have a very confined understanding of who they are currently. We believe that “who” we teach is as equally important as ‘how’ we teach, for effective and efficient teaching and learning to take place. It is against such background that we want to investigate students’ perceptions in the latter part of their teacher education programme during emergency situations. The purpose of the study is to find out about their perceptions of the programme in their final year in terms of how we taught them pre-pandemic when they started the programme as opposed to when they experienced online learning in the latter part of their study. The study is informed by Connectivism theory, which is concerned with looking into the traditional way of teaching as against the fourth revolution, and digitalized way of doing things, including online teaching, considering globalized evolution regarding technology. The study uses a qualitative approach, and it will take the form of action research. It adopts an interpretivist approach, which embraces some elements of quantitative research, since a questionnaire is conducted with the final year B.Ed. students.

**MKHIZE, JEFFERY & MZIMELA, JABULILE**

Durban University of Technology & University of KwaZulu-Natal

***Covid-19: A conduit for academic transition into virtual learning platforms at a selected South African university [F2F (I)]***

The end of 2019 brought about a novel world era when the Covid-19 pandemic slithered into the lives of many and began to spread like wildfire in 2020 and subsequent years. There were worldwide abrupt changes to the personal, social, academic, psychological, and emotional lives of many. This paper explored the experiences of lecturers in two academic disciplines at a South African University on the extent to which Covid-19 has changed the way this University looks at curriculum delivery. It focuses on how COVID-19 created the urgency to transform ways of teaching, learning and assessment. Data were generated from various virtual platforms of communication of a particular University and of two Academic Disciplines used during the lockdown period. Data were analysed in line with the strategic direction documents

and what was agreed upon as suitable planning for the lockdown period and beyond. Using resilience theory as an analytical lens, this study seeks to highlight lecturers' capacity to rebound from adversity strengthened and more resourceful; signalling how an unexpected incident changed the curriculum provision. The study further discusses the extent to which considerations were given to the intended recipients of the new normal of teaching and learning.

**Keywords:** Conduit, Covid-19, Curriculum, Education, Planning,

**MOGALE, MAKOBO & MALATJI, KHASHANE**

University of the Free State & Tshwane University of Technology

***Reflections of school rotational model on progression policy implementation: Possibilities for curriculum support***

A universal outbreak of Covid-19 aggravated inequalities that exist within the basic education sector. The pandemic forced consideration mechanisms to advance learning while safeguarding against the spread of the life-threatening virus. To pursue teaching and learning, rotational school attendance models were introduced. However, the notion of 'no child left behind' remains an area for concern due to complexities that mushroomed from rotations. For instance, a progression policy that encourages curriculum support for identified learners to bridge the content gap. This policy was introduced to remedy unnecessary school dropouts that emanated from continuous retention. Such learners require curriculum support outside the school timetable for catch-up programmes. This study sought to explore the effects of rotational models on the implementation of progression policy in Bandura' Social Learning Theory. Using a qualitative research approach, this study focused on curriculum support for grade 12 progressed learners of one secondary school. Data were collected from six grade 12 teachers through document analysis, interviews, and open-ended questionnaires. Findings revealed possibilities for curriculum support, challenges, and good practices. We conclude that teacher professional development is essential for relevant curriculum support. Recommendations propose the need to rethink and reimagine progression policy implementation during and post the pandemic.

**MOHOANYANE, EVODIA**

University of the Free State

***The role of tutor development in enhancing employability initiatives in preparing graduates for a digital world of work [F2F (I)]***

South African youth unemployment has seen a sharp increase to 63,9%; this includes university graduates. This is in addition to the current mismatch of graduate skills required in the labour market. South African universities are grappling to embed employability initiatives by creating sustainable skills acquisition, opportunities for students to attain experience and attributes to contribute to the ever-changing digital economic and educational needs. The aim of this paper is to share the approach that the University of the Free State is taking in creating pathways of employability by helping students take stock of their skill set and plan for their future through its tutor development and enhanced employability initiatives. These initiatives, also known as emerging high-impact practices, are focused on better preparing and positioning the UFS graduates for a post-COVID world of work and delivering a unique kind of graduate for a digital labour market. Tutoring is an example of a HIP and is positioned in the student engagement theory. The contextualised SASSE evidence shows that acting as a tutor can be seen as an emerging HIP. Preliminary survey results and document analysis from students' artefacts indicate that students who have acted as tutors reported developing employability skills (professionalism, taking responsibility, awareness of ethics, flexibility, accepting criticism, increased creativity, problem-solving, being prepared, public speaking,

being a lifelong learner, digital skills, and being accountable), compared to students who did not participate in any tutor development and employability initiatives.

### **MOKHELE, ITUMELENG**

National University of Lesotho

#### ***Linkage between school curriculum and the labour market in Lesotho: Post-secondary education and beyond [OL (I)]***

The appropriateness of the curriculum across transitioning contexts: from schooling to post-secondary education to spaces of employment. The school curriculum is central to attaining long-term as well as short-term plans of countries. However, as learners transition through various stages of education, from primary, to secondary as well as beyond, abnormalities present themselves through escalating unemployment amongst those who have completed post-secondary education. This paper aims to examine the linkage between the school curriculum and the labour market in Lesotho with a specific focus on post-secondary education and beyond. Increasing unemployment amongst citizens with post-secondary education and higher qualifications, particularly youths, triggers several questions on the appropriateness of the curriculum across various educational cycles. How is the school curriculum linked to the labour market demands? How is the content aligned to the needs of the labour market? To what extent is curriculum transitioning monitored? The study is quantitative for it is going to make use of secondary resources. Document analysis will be conducted and government reports, curricula, as well as reports from the labour market and the department of labour, will be explored. Findings from the documents review will guide the conclusion.

### **MOKHOLWA, NOMPUMELELO & PRETORIUS, LILLI**

Department of Basic Education & UNISA

#### ***Curriculum, Pedagogy and Assessment of Reading in the Foundation Phase: New evidence and a way forward [F2F (I)]***

While everyone involved in education in South Africa is united in their desire for improvements in learner performance across languages and schools, many are divided as to how best to improve reading. There is much that stakeholders worldwide, and in South Africa, agree on despite their different approaches. In this panel we discuss how reading and education research related to early reading in South Africa has mushroomed in the second decade of this century, resulting in large and longitudinal South African datasets across different African languages. We review the findings of over a decade of systematic and rigorous research on early reading, especially in the African languages, and identify some of the empirical regularities emerging from this body of research. Having accumulated a very large local data set that reflects South African schooling realities, how should this information be used to position ourselves, internationally and locally, in relation to ongoing debates about providing quality schooling in less than ideal' circumstances? In the panel, we suggest that the empirical regularities that are emerging, from current African reading research in general and from the South African context should guide our thinking on early grade reading in South Africa, and should help to resolve some of the persistent controversies of what good reading instruction looks like and how best to change teacher practices. We adopt a multi-pronged approach, incorporating an overview of shifts in curriculum and concomitant teaching/learning theory, changes and/or stasis in pedagogy and reading assessment, particularly in the Foundation Phase. We propose that pre-service and in-service teacher training as well as school interventions aimed at improving reading comprehension outcomes should ensure that foundational reading skills needed to understand what is being read are firmly established in Grades 1-3

**MOKOENA, THABANG & HLATSHWAYO, MLAMULI & ZONDI, THABILE**

University of KwaZulu-Natal & University of Johannesburg & University of KwaZulu-Natal

***Crying aloud! Black academics' voices on teaching large classes in the time of Covid-19***

The Covid-19 pandemic has greatly disrupted teaching and learning in the global higher education system (Motala, Sayed & de Kock, 2021). Academics who teach in South African higher education were not exempted from this significant disruption. In this paper, we explore and theorise the experiences of black academics who teach remote classes in a research-intensive university in South Africa. We purposively recruited and interviewed eight black academics for this case study and relied on phenomenology as a theoretical approach in analysing and making sense of academics' experiences. The findings revealed that academics were mostly frustrated by teaching remote classes due to inadequate infrastructure and lack of resources which compromised the quality of teaching. The findings also revealed that remote classes were problematic as the academics struggled to provide a conducive learning environment for students, an environment that fosters maximum student engagement. All this negatively contributed to academics' well-being. We conclude this paper by arguing that remote classes are the future, hence we in the academy need to be better prepared to meet the required educational outcomes. We recommend that higher education institutions together with the department of higher education and training need to better come up with targeted and viable solutions that could enhance remote teaching and learning to ensure that academics' wellbeing is catered for.

**MOKOLOPENG, BOITUMELO**

Health Professions Council of South Africa (HPCSA)

***Mental health challenges due to the impact of the Covid-19 pandemic on education. [OL (I)]***

In South Africa, the psychological impact of Covid-19 has exposed an existing gap between mental health and education, while at the same time exposing the curriculum as imbalanced, lacking, and nurturing content knowledge that prioritizes the learners' mental well-being. This challenge has sparked a careful consideration to re-model the teaching pedagogies that can address the complexity of mental health. This qualitative study will engage learners through creative inquiry to put feelings and emotions into words to externalize any hidden trauma to achieve a holistic curriculum that develops learners' capacity to think with care and re-imagine themselves relationally. It aims to explore drama strategies that could potentially promote new ways of thinking and self-knowing in which practices of care and other caring subjectivities might be nurtured in the current context of South Africa. In achieving this, learners' conceptions will be explored, examined, interpreted, and analysed through the lens of care pedagogies. This interdisciplinary study seeks to place the notion of care at the centre of the research to integrate a sense of self in relation to others and material in a Life Orientation classroom. It is, therefore, my wish to gain better insight into the relational value of care to contribute knowledge to the South African curriculum and peer learning. My speculation is that when the pedagogies of care are strengthened with health education through the lens of trauma-informed practice, learners are most likely to become experts on their own mental well-being.

**Keywords:** Covid-19, mental health, care pedagogies, education, curriculum.

**MOLOI, GETELO**

University of Johannesburg



### ***Mapping test items to standards and vice versa: The PrimTEd mathematics education revolution***

This paper contributes to contemporary debates about the value and benefits of standards-based approaches to the teaching and learning of school mathematics. It does so by tracing the transformational process and outcomes of the PrimTEd intervention towards establishing a standards-based approach in Initial Teacher Education (ITE) programmes. Unique features that characterised the PrimTEd project were that, firstly, unlike international trends of external sourcing of standards development, the process of developing standards for Higher Education ITE programmes in South Africa was driven from internally by professional communities. Secondly, the process of developing mathematics test items and mapping these to standards involved capacity-building at all the stages of the project. The research question that the paper sought to answer was: What lessons were learnt in the development, interpretation, and operationalisation of the mathematics standards in the PrimTEd project? A self-completed survey was used to collect data on the experiences and reflections of researchers and lecturers (10) who, variously, participated in the conceptualization and development of PrimTEd standards. Basic descriptive statistics were used to analyse the responses. A follow-up with detailed interviews with two senior researchers showed that whilst there was consensus about the value of standards in mathematics education, there were challenges in interpreting and operationalising the standards in assessment instruments. The paper discusses possible implications in transitions from content-centred to standards-based teaching and learning of primary mathematics. Areas for further research are identified.

**MOODLEY, DIANNA**

Durban University of Technology

### ***Ngomso lam - my future is uncertain! Towards Critical Humanizing Pedagogy in post-pandemic South African Higher Education [OL (A)]***

The pandemic has catapulted South African Higher Education (HE) into an abrupt 'pivot to online', Emergency Remote Learning (ERL), deepening the current crisis of a severely fractured education system is still recovering from 'huge hangovers of their colonial and apartheid pasts' (Boughey & McKenna, 2021). While universities have fervently enabled appropriate infrastructure, pedagogy should be acclimatising, enabling the development of adaptive graduates now more than ever, within this unpredictable, volatile environment. However, a perturbing finding is that ERL is exacerbating students' existing academic challenges. Highly subjective, sense-based data was retrieved from focus groups, revealing compelling, emotionally charged interpretations of students' lived realities. Findings exposed that students were alienated and decontextualized from the learning process. An unproductive teaching practice prevailed, palpably desensitized to the psycho-social and mental impact of the pandemic on students. This pre-recorded digital presentation is an arts-based solo performance, interpreting stylised movement into contemporary dance, highlighting the psycho-social impact of Covid-19 on students' remote online learning. It adopts as a methodology; a 'multidisciplinary juxtaposition and alignment of disciplines, interdisciplinary integration and collaboration, ... and trans-sector problem solving' (Thompson-Klein, 2017). It invites the viewer into experiencing students' difficulties in adapting to ERL and calls for academics to consider how its current practice marginalises students through inconsiderate ways of learning that play ignorant to students' lived experiences. The performance is infused with idiomatic language, coded visuals, imagery, and metaphors, highlighting how students get forced to adapt (or die) in their studies. It is a cry to provoke academics into a brutal, self-conscious introspection and a humanistic response – a radical paradigm shift towards social justice for a post-conflict South African student body. This is a call for an emancipatory approach to teaching and learning – Critical Humanising Pedagogy.

**Keywords:** Trans-disciplinarity, contemporary dance, interpretive, Critical Humanising Pedagogy, Emergency Remote Learning

**MOODLEY, MAGLIN**  
University of Johannesburg

***Redefining the Technology Acceptance Model: The influence of colonial mentality on technology acceptance***

The introduction of technology into the South African education sector is met with optimism, as technology can enhance education. The last two decades have seen technology interventions rolled out in education. According to Kim and Lee (2020), success in the adoption of technology is not dependent only on access and skills, but also on technology acceptance. Various models of technology acceptance have been proposed, of which the Technology Acceptance Model (TAM) is central. TAM focuses on the perceived usefulness (PU) and perceived ease of use (PEU) of the technology. In South Africa, the feasibility of adopting the TAM to describe the acceptance of technology by teachers is questionable since almost 74% of digital content and platforms are in English (Rao, 2019), and almost 75% of the population are African language speakers (South African Gateway, 2018). In 2017, an online platform for foundation phase teachers was piloted in South Africa. Functionality in the software allowed the user to choose between an English and Setswana interface. A purposive sample of 12 teachers who were Setswana first-language speakers and fluent in English was chosen. The findings showed all participants were pleased to use the Setswana software and rated its usefulness (PU) and ease of use (PEU) as high. However, they viewed the English version as more appropriate. This reasoning had less to do with technology, and more with their perception of English. Hence, a modification of the Technology Acceptance Model (TAM) was required. This paper presents the merging of TAM with the Theory of Colonial Mentality to put into perspective and explain the findings from the study.

**MOOSA, MOENIERA**  
University of the Witwatersrand

***First year student's accounts of the inclusionary and exclusionary social experiences during online learning [OL (I)]***

First year university students have lacked opportunities to engage face-to-face with peers and the greater university community because of online learning. The lack of traditional socialisation could hamper first-year students from forming crucial social networks and integrating fully into unfamiliar university spaces. It is against this background that this study explored social experiences that made first-year students' feel included and excluded. Social inclusion is the theoretical framework that underpins this research. 176 purposely selected first year pre-service teachers participated in this qualitative phenomenological research study. Data were collected by means of open-ended questionnaires at three different intervals: at the beginning of the year, six weeks into the academic year and at the end of the same year. At the beginning of the academic year 72% of participants prioritised social interaction as an important aspect at university. By week 6 social interaction became less important to participants (65%) and remained at 65% at the end of the academic year. Of interest was the shift noted in aspects of social interaction that made students feel included and excluded. Students' prioritised feeling included by social interactions more by the end of the year as a 4% increase in responses was noted. Feeling socially excluded became significantly less important by the end of the academic year as a 10% decrease in responses were noted. These findings suggest that the importance of social interaction needs to remain a focus in further developments of online learning platforms.

**MORUDU, KOKETSO**

Durban University of Technology

***Exploring the use of ICT in a TVET College module: Towards blended learning in Automotive Repair and Maintenance [F2F (I)]***

The study sought to explore the use of ICT in a TVET College course towards blended learning in Automotive Repair and Maintenance. It reports that lecturers have sufficient knowledge of ICTs and how to use them for successful knowledge construction towards blended learning in ARM, however, they are disadvantaged due to a lack of resources. It made use of qualitative research methods, and purposive sampling was used to select lecturers who offer NC (V) levels 3 and 4. The study made use of semi-structured (open-ended) telephonic interviews. It made use of the TPACK framework and utilized some competencies within TPACK as it “emerged as a useful construct for researchers working to understand technology integration in learning and teaching” (Koehler & Mishra, 2009).

The key research findings arising from the study reveal that TVET lecturers attempted to use technology to support and enhance their teaching practices and students’ learning, however, the issue of resources came as a big challenge. The study recommends that to improve ICT integration towards blended learning, there is a need to provide professional development activities related to the use of technology to update lecturers’ skills and knowledge, and offer technical support when needed. Furthermore, there should be continuous and periodic training and retraining of lecturers for them to be in line with recent technological developments within ARM.

**MOSITO, CINA P**

Nelson Mandela University

***Furthering inclusive education gains through CPDT: The case of the British Council’s Teaching for All programme with DBE’s Western Cape Education Department***

As education systems grapple with unending challenges, the need has never been greater to develop interventions that will ensure quality education for all. Continuing Professional Development of Teachers (CPDT) offers opportunities for practising teachers to stay abreast of developments in education to positively impact their knowledge and practices and thereby improve learner outcomes. Developed through collaborative efforts between different stakeholders with relevant support from subject matter experts, the Teaching for All CPDT programme on inclusive education aims to help teachers construct knowledge, skills, attitudes and understanding. The programme is structured to provide teachers with opportunities to reflect on their new learning and valuable prior experience as educators in the South African education system. The presentation will highlight crucial considerations gleaned from the piloting of the inclusive education CPDT programme in one province of South Africa. Additionally, the presenters will reflect on how a pilot of this nature can provide useful lessons for a large-scale roll-out of the programme.

**MOSITO, CINA P & SAYED, YUSUF & WILLIAMS, TARYN & MOODLEY, TREVOR & NISSEN, CHARLENE & HIRALAAL, ANITA & MAAPOLA-THOBEJANE, HLABATHI & MAFOYANE, LESEDI & MASANGO, MOLEBOGENG & KHALO, XOLANI & NEWTON, JOANNE & JANNEKER, NICOLEEN**

Nelson Mandela University & CPUT Centre for International Teacher Education & CPUT Centre for International Teacher Education & University of Western Cape & CPUT Centre for International Teacher Education & Durban University of Technology & University of South Africa & University of South Africa & University of South Africa & University of Fort Hare & British Council & British Council

### ***Teaching for All – Realising the principles of inclusive education through curriculum and materials development in teacher education***

Inclusive education has undergone noticeable shifts worldwide. Initially driven by the question of how best to create educational opportunities for learners with disabilities, it is now aimed at system-wide reforms to support and welcome diversity amongst all learners. South Africa is no exception to this trend and its policy frameworks since 1994 have sought to realise this expanded vision aligned to the global Sustainable Development Agenda (SDG) and Goal 4 which advocates for equitable access to quality education and lifelong learning for all. However, the translation of such laudable policy commitments into practice remains a challenge as schools face a myriad of barriers that prevent them from responding inclusively to the needs of all learners. The Covid-19 pandemic has exacerbated such barriers and arguably has reversed the gains made in closing the exclusion gap. In this context, the need to rethink what inclusive reform means considering the spiralling challenges is even more urgent. Within this new focus, teacher education is regarded as a key driver towards creating inclusive education systems. Underlying this perspective is an assumption that there exists a strong link between the quality of the teaching force and inclusive education systems. Initial teacher education schools, therefore have the bulk of the responsibility to graduate teachers who are adequately prepared with skills, knowledge and attitudes that are aligned with principles of inclusion. The Teaching for All (T4All) programme – with its focus on mainstreaming inclusive education in Initial Teacher Education (ITE) in South Africa and supporting teacher education through the development of quality teacher education materials, resources, and partnerships is a British Council-led unique response to how, through teacher education, the country can best support and welcome diversity among all learners. Phase 2 of the T4All programme sought to respond to the questions:

How do HEIs embed inclusive education using the Teaching for All materials in their programmes based on student teachers' and teacher educators' perspectives and experiences?

How can the work done with Teaching for All materials in Phase 1 continue to create a community of practice of researchers' work in the field of ITE and inclusive education across HEIs?

The primary aim of this panel discussion is to engage participating universities and other stakeholders in the Teaching for All programme about their relevant experiences of embedding inclusive education approaches in their teaching education programme. The stakeholders are British Council, Centre for International Teacher Education (CITE), CPUT, DUT, UFH, NMU, SU, UNISA, TUT and UWC. Ten University panellists will be part of the panel. Each panellist will present on embedding inclusive education materials and approaches in their initial teacher education programme focusing on how they have implemented the inclusive education materials and approaches in their ITE programmes, share individual university findings on how and whether the teaching for inclusive education materials and approaches has inculcated preservice teachers with skills, knowledge and constructive attitudes for teaching inclusively, reflect on how being part of the Teaching for All programme has ignited among teacher educators new ways of thinking about their work as a community of practice. Each of the panellists will prepare a paper addressing the above based on the chapter of the book that is being finalised. Individual institutional case studies will draw upon data collected at each institution including interviews with lecturers and student teachers, as well as surveys administered to student teachers.

**MOTALA, SHIREEN & VAN DER WESTHUIZEN, GERT**  
SARCHI & Research Associate, University of Johannesburg  
SARCHI Chair T+L, University of Johannesburg

***The relation between social and cognitive justice in higher education – implications for research and teaching practices (remembering Nar end Baijnath) [F2F (I)]***

This paper is a conceptual analysis of the practice implications of social justice policy imperatives in higher education. We address which orthodoxies prevail in higher education in the Global South, what the roots of these are, how knowledge is produced, disseminated, and utilised, what knowledge is privileged and what is not. We argue that social justice goals may be better served by means of foci on knowledge plurality. In this context, we problematize the knowledge dimensions of notions of social justice, and explore how, cognitively, just practices of Higher Education are about knowledge plurality. The purpose of this inquiry is to draw on conceptual clarifications to propose cognitive justice practice frameworks. We argue that cognitive justice in research and teaching in higher education, is a necessary condition to disrupt the doom scenarios of epistemicide, exclusion, modernist dominance, and the politics of maintenance.

**MOTLOUNG, SIPHIWE**

University of KwaZulu-Natal

***Running out of time while an expensive dress awaits in my wardrobe: Movement and Stagnation for Black Female Academics in the Era of COVID-19 [F2F (A)]***

Recent literature framed in decolonial feminism shows a new interest in addressing the experiences of black female academics within a complex and changing South African higher education landscape. However, the arts, especially performing arts, rarely combine such approaches and issues despite their unique potential to explore and tackle the subtleties of academic life, and to renew theoretical and practical understandings of feminist decoloniality. Our performance-based discussion focuses on the professional and personal experiences of black female academics before and during the Covid-19 pandemic. It aims to generate debates on the tensions between academics' ambitions, well-being, new technological imperatives, and the neoliberal and colonial nature of academia. Based on a research project framed on the concept of Feminist Decoloniality as Care (FemDAC) and using arts-based and participatory methodologies, we analyse letters written by twenty-three black women, which detail how they coped with academic and personal pressures. The letters show how remnants of the past still exist in a supposedly transformed university, and bring evidence of a loss of direction, exacerbated by the Covid-19 onslaught. They further indicate how academics managed contradictory demands in a context wherein changing learning spaces, platforms and resources were not piloted in consultation with staff. Blurred time and space between the institution and home left these female scholars with little possibility to regenerate intellectually, physically, and mentally. Yet, the letters reveal their achievements against all odds and their resources for coping and self-reflexivity. The performance is based on the notion of absurdity and on the abundant requests for action juxtaposed with the inertia that has permeated black female academics' experiences, leading to deleterious mental health challenges. Inspired by poetic, engaged and critical artistic theories and practices, we borrow from the theatre of the absurd and the theatre of the oppressed. Our performance is also rooted in a dialogue with the work of renowned South African playwrights, mostly men, through a contemporary and decolonial feminist lens. Minimalist artefacts are used to stage the performance. Our conceptual and artistic approach indicates how decolonial feminism can be critically revisited to contribute to transformative art forms. Our performance-based discussion demonstrates that decolonial feminism goes beyond dichotomous and polarised explanations of oppression and resistance that undermine the plural nature of black female academics' identities. Its power lies within fluid and hybrid forms of interpretations that should be used by higher education to serve the cause of female academics and herein social change.

**MOTAUNG, HADIO & DE VILLIERS, FRETLET**

University of the Free State

***Facilitating participation in a flipped classroom: a case study of University of the Free State, Qwaqwa campus***

Virtual worlds as an authentic part of information communication technology are vital and valuable innovations in recent times, particularly in higher institutions of learning. They contribute not only to improving learning outcomes but also to enriching pedagogy at all levels of e-Education. This will enhance a state-of-the-art 'knowledge field' that will assist students to effectively survive the growing 21<sup>st</sup>-century demands. The flipped classroom is one of the vast teaching and learning approaches that when used effectively, can contribute immensely to student engagement in academic activities and thus student success. Developed countries have succeeded in the implementation of this approach to teaching and learning, but developing countries are still lagging in the effective use of this innovative teaching and learning approach. Against this background, the purpose of this study was to investigate how the flipped classroom can be facilitated in a manner that will enhance student engagement: a case study of UFS Qwaqwa campus. The presentation will begin with background and a literature review on how traditional classrooms differ from the flipped classroom. Thereafter, the conceptual framework underpinning the study, Technological Pedagogical Content Knowledge Framework (TPACK). Subsequently, the methodology that was adopted for the study, followed by the data collection methods, sampling and ultimately how data was analysed. Finally, findings, recommendations and conclusions from the analysed data will be discussed.

**MOUWERS-SINGH, CONSTANCE**

University of the Western Cape & Boston City Campus

***Higher education and digital era: adult learners' experiences with online digital environments [F2F (I)]***

Online learning environments are becoming popular today as a tool to facilitate learning at institutions of higher education. Adult learners, with diverse roles, responsibilities and life experiences within these environments are expected to become accustomed to new technology. Advances in technology is dramatically changing the way things are done and digital literacy and identity are rapidly becoming necessities to succeed. Those less familiar with technology would therefore need to acquire the necessary and needed digital skills. This paper/presentation, which is based on a qualitative narrative inquiry and conceptually guided by the Capabilities Approach, identifies adult learning experiences as online learners. From these experiences, the paper isolates specific barriers that limit full participation in the digital environment. Recognizing that education is intrinsically a right, the paper furthermore comments on whether the online learning environment promotes social inclusion and the construction of meaningful educational practice for adults with limited digital literacy and skills. The paper confirms the importance of knowing and understanding the challenges experienced by adult learners as they navigate their learning within online environments so that appropriate teaching and learning spaces and curriculum interventions can be introduced that will contribute to social inclusion and success, especially in the context of a digital future.

**MSIMANGO, SINDI**

University of Johannesburg

***Using knowledge from commerce and management discipline for social justice: Postgraduate students' voices [F2F (I)]***

South Africa is currently battling many social challenges. There have been attempts to address them, with input from the government, higher education, the private sector, religious bodies, and non-governmental organisations. This paper argues that given the social ills the country

is faced with, it is also the responsibility of graduates/post-graduates to transform knowledge and use it as a solution to address the existing challenges. Views from postgraduate students on how knowledge from their domain could be used for social upliftment and development were explored. Data was collected using a mixed methodology. The data was collected in two South African universities and from postgraduate students in the management and commerce faculties. The interview data was analysed with NVIVO qualitative analysis software. The survey data was analysed with SPSS 24 statistical analysis software. Findings show that respondents – regardless of discipline and professional identity – have an idea of how knowledge from their domain can be used for development and social upliftment. Furthermore, the respondents claimed that they have a personal interest in development, especially in Africa. The study recommends that there is a need for practical real-life application of knowledge in impoverished communities, at both the undergraduate and postgraduate levels.  
**Keywords:** Postgraduate, Social Justice, Knowledge, Commerce, Management

**MSOMI, NQOBILE NOMONDE**  
Rhodes University

***Prominent discourses in South African school education: challenges and opportunities for the liberation and well-being of our country's majority [F2F (I)]***

Critical community psychologies take an explicitly political stance by identifying where power lies and how it is exercised in ways that maintain privilege and discrimination against certain groups. By operationalising the principles of community psychologies, important contributions can be made at the nexus of theory and practice in working to address the challenges and embrace the opportunities facing school education in South Africa today and in the future. Education is positioned as an important site for the liberation and well-being of our country's majority; however, the state of education is generally described as marked by stark and persistent inequalities, exacerbated by the COVID-19 pandemic. From a review of the basic education literature from a Foucauldian perspective, I present prominent discourses circulating around the country's basic education sector. From this perspective, the presentation considers the role of discourse in wider social processes of legitimation and power in education and subjective implications for our youth and surrounding stakeholders. I consider the role of counter-discourses and argue for a collective emancipatory perspective to advance a transformational social justice agenda in South African school education.

**MULLER, MARGUERITE & SPENCE, BEVIL & VENTER, ZETTIE**

King's College London & University of the Free State & University of the Free State & Drum 360

***I was taught to learn in silence. Let's drum, and I will tell you all about it! [F2F (A)]***

In this arts-based discussion, we explore how embodied knowing can be translated into collaborative autoethnographic storytelling. We draw on our different experiences in different educational spaces to create an embodied response. In our inquiry, we use arts-based methods like painting, drawing, drumming and poetry. Our arts-based discussion engages with the question: How can arts-based inquiry guide an embodied response to the changing spaces in educational teaching, learning and research? Our methodological approach is informed by the concept of the refrain (Deleuze & Guattari, 1988:300). We understand refrain as transitions that allow us to engage with embodied responses to challenges and opportunities in education as we imagine possible futures. Our discussion will follow three levels of engagement. In the first level, we reflect on shared experiences and memories of our own learning in education using painting and drawing. In the arts-based research space, we engage with the shape and form of knowledge produced through tactile material responses to refrain as an embodied transition. In the second level, we use community drumming to show

how relational pedagogical encounters help us to translate our embodied knowledge into stories that we can share with one another. Community drumming gifts us with a safe space to embrace uncertainty and change; to learn more about ourselves, and one another through a tactile engagement with materiality. We invite the audience to participate in a Drum 360° experience as a unique relational pedagogical encounter to deepen our awareness about our own embodied knowing so that we may translate somatic knowledge into stories we can share with one another. In the third level, we explore how poetic inquiry as sense-making helps us tell a collaborative story of changing spaces and imagined possible futures for learning, teaching, and research. Studying in silence, looking up: people are not supposed to do that singing, dancing, laughing - having fun Pamparapadapam. Pamparapadapam. Prrrrrrrrrr! Whaaaaaaa! people are not supposed to do that, one should learn in silence Pamparapadapam. Pamparapadapam. Prrrrrrrrrr! Whaaaaaaa! Imagine ...I was taught to learn in silence singing, dancing, laughing - having fun. What if. Studying in silence. Look up! In this arts-based discussion, we engage the audience in arts-based research through visual, sound and text as we consider current and future directions of South African with all its complexities. In exploring these relational possibilities, we hope to create a discussion where imagined possible futures may emerge.

**Keywords:** Participatory arts-based inquiry, collaborative autoethnographic storytelling, poetic inquiry, community drumming, embodied response

### **MUSTHAN, NADEEMA**

CAWE (University of Johannesburg)

#### ***Pedagogy from below: Sociocultural approaches to language and literacy with community literacy workers [F2F (I)]***

Educationally, South Africa faces widespread crises of a diverse nature. This research is concerned with exploring the link between education and social change, focusing on the impact of context on learning for working-class and rural children. This important consideration is seldom examined in the dominant conceptions of pedagogy. This study thus explores conceptions of pedagogy that have emerged among Community Literacy Workers (CLW) working in poor, under-served areas of Nelson Mandela Bay. Using a case study approach, multiple sources of data were used to understand how CLW understand pedagogy and the ways in which context and language contribute towards this knowledge. My analysis shows that pedagogical understandings develop contextually and collectively and utilize languaging and language to do so. These findings have implications for the ways in which we conceptualise solutions to educational problems that are concerned with supporting literacy development through the participation of communities in educational processes.

### **MUTHEIWANA, PERTUNIA**

University of Cape Town

#### ***A cultural-historical analysis of Grade 9 History curriculum and its pedagogical resources for learners' conceptual development [F2F (I)]***

This study examines the extent to which the South African Grade 9 History Curriculum Assessment Policy Statement (CAPS) document and its supplementary teaching resources (learners' textbooks and teachers' guides) outline knowledge focused on concept development in learners. The development of concepts requires learners' mediation in the Zone of Proximal Development (ZPD) where consideration and subsequent linkage of three knowledge forms namely: scientific concepts, everyday concepts and procedural knowledge is necessary. Considering this, a topic titled 'National Party and apartheid' is analysed across the documents to examine the extent to which they outline knowledge forms for concept development. Vygotsky's cultural-historical theory and the work of neo-Vygotskians are used



as the theoretical framework for the analysis of data in this study. The findings show that the CAPS document offers guidance to teaching resources on the necessary knowledge forms required to afford learners, with the full development of historical concepts of the topic. While the resources failed to elaborate on the contents of the curriculum and add sufficient knowledge forms for concept development. This study concludes that for teaching resources to afford learners with conceptual development, all three knowledge forms should be sufficiently and explicitly outlined and the necessary linkage between them made. Concept development is necessary for South Africa because it helps to reduce social inequalities created in the past and grants learners the opportunity to live and work in a globalised environment. It is recommended that teaching resources prioritise the aims of the CAPS document by outlining knowledge forms for concept development.

**Keywords:** concept development, knowledge forms, scientific concepts, everyday concepts, ZPD, CAPS document.

**NAICKER, INBA & NAIDOO, JAQUELINE & PILLAY, DAISY**

University of KwaZulu-Natal

***Learning from our co-creative narrative inquiry about our shifting teacher selves during the transition to online teaching [F2F (I)]***

The Covid-19 pandemic catapulted many adjustments to everyday teaching experiences at higher education institutions. While face-to-face lectures were the preferred teaching method of teacher educators prior to the Covid-19 pandemic, the shift to online teaching was heightened during the Covid-19 pandemic. This paper draws attention to the shifts, as teacher educators, as we transitioned to teaching and research via online platforms, specifically Zoom – in the context of the COVID-19 pandemic. This study explored how three teacher educators used co-creative narrative inquiry to deepen their understanding of their shifting teacher ‘selves’ as online users. The object-inspired narratives and poetic inquiry were employed to co-flexively engage with our shifting teaching experiences and question our feelings of discomfort teaching online. Framed by the Theory of Ethics and practising an ethic of discomfort, we discuss the tensions and possibilities we felt, experienced, and shared through our scholarly online conversations via Zoom to think through the shifts in our teacher selves and teaching. We highlight our online teaching experiences amidst the uncertainty and disruption of the Covid-19 pandemic. We then share the process of collaborative arts-based narrative inquiry and how it facilitated reflexive dialogues and deep conversations that ignited self-learning and collective insights into the potential and possibilities of online teaching. Findings highlighted that co-creative, online engagement enabled sharing of emotional experiences and transformation of teacher selves. In addition, co-creative, online engagement enabled the cultivation of relational scholarly thinking. The article highlights the possibilities of online co-creative arts-based scholarship as embodied enmeshments of what it means to be ‘teacher educator’.

**NAIDOO, PARVATHY MUMSIE & KHARON, M**

University of Johannesburg & Head of Department - Sir John Adamson High

***The sustainability of Information Communication Technology (ICT) in previously disadvantaged public schools in Gauteng, South Africa [F2F (I)]***

We report on the sustainability of ICT in previously disadvantaged public schools in South Africa, where the drive is to get learners to fit into a global ICT society through the “classroom of the future initiative” rolled out by the Member of the Executive Committee (MEC) in Gauteng. A phased-in approach was adopted for schools to gain access to ICT, resulting in few schools becoming full-service ICT schools. Literature pointed us to the impact of a deprived ICT infrastructure and compromised service delivery by the Gauteng Department of Education. The overarching research question that directed this inquiry was: “What are the

sustainability levels of ICT integration arising from the “classroom of the future initiative” implementation in underprivileged schools?” We adopted a qualitative research approach, where we compared the ICT rollout and the service delivery initiatives of the Gauteng Department of Education (GDE) in six secondary schools in the Gauteng province. Semi-structured individual interviews were conducted with 18 participants, utilizing both face-to-face and telephonic interviews to cater for the COVID-19 lockdown restrictions. Our results highlighted the vast differences between full ICT schools and schools where a phased-in approach was adopted. Within full ICT schools, all classrooms had interactive smartboards, teachers utilized laptops and learners accessed lessons on tablet devices. Full ICT Schools were initially identified through the following criteria: Schools achieving 100% matric pass rates, schools approved for twinning with other schools, schools of specialization, and special intervention schools. On the other hand, due to GDE’s financial constraints, a phased-in approach had to ensue as they could not afford to make all schools ‘full ICT schools’ - within the phased-in approach, only certain grades received ICT depending on the phased-in approach for that school, all the classrooms identified have interactive smartboards, some teachers have laptops. Not all learners have tablet devices.

If GDE were to consider improving the ICT rollout, a more robust service delivery needs to ensue to improve the sustainability of ICT integration, resulting in improved ICT-rich teaching and learning environment. Due to the serious challenges brought about by the phasing-in approach to the rollout of ICT, the government should secure funding from external investors to provide good quality resources to empower the entire school with full ICT infrastructure, not just some classrooms in a few schools.

**NAIDOO, PARVATHY MUMSIE & KUBHEKA, NELISIWE PATIENCE**

University of Johannesburg & University of Johannesburg

***Exploring the instructional leadership roles and responsibilities of departmental heads in five public primary schools [OL (I)]***

Globally, the delivery of quality teaching and learning as the core business of schools is of fundamental importance. In the South African education context, departmental heads have a dual responsibility, firstly, curriculum instruction of a specific class and secondly, managing a phase or department within a school. This study, focussing on departmental heads, was conducted in five primary schools in the Gauteng Province, South Africa. Departmental heads monitor teaching and learning processes and co-ordinate tasks such as planning, leading, organising, and controlling, whilst managing their respective departments (Personnel Administration Measures, PAM) document. The onset of Covid-19 introduced a new dimension to the functions of departmental heads. The overarching research question that directed this study was: “how do departmental heads view and practise their instructional roles and responsibilities within their workplaces?” A qualitative case study approach was used. Data was collected from ten purposively selected departmental heads through observations, document analysis and individual semi-structured interviews. The authors employed a thematic content analysis method to code, categorize, interpret, and evaluate data. This study resulted in six themes, “The instructional leadership roles and responsibilities of departmental heads”; “The value of in-school monitoring as an important curriculum management strategy for schools”; “Curriculum and administrative challenges”; “The induction of newly appointed educators as a legislated function.”; “The training and capacity development of departmental heads and “The impact of the Covid-19 pandemic on the daily functioning of departmental heads.” The findings of the study confirm that departmental heads’ instructional leadership roles and responsibilities impact teacher development and overall academic performance in the classroom. Departmental heads should invest in coaching, mentoring, and training teachers to cope with challenges while they assume instructional leadership roles is pertinent to personal growth and overall school improvement. We recommend that both school leaders and the Department of Education consider offering ongoing professional development opportunities for departmental heads as well as teachers to collaborate and participate in

decision-making and curriculum planning processes. Lastly, this study has demonstrated that the legislated PAM document could be refined to accommodate eventualities such as COVID-19.

### **NAKETSANA, MOLOPETSANE**

University of the Western Cape

#### ***A decolonial perspective on English language teacher education***

The purpose of this paper is to explore the imperative for a decolonised English language teacher education curriculum to respond to contemporary issues within the South African school language landscape. Teacher education institutions should reconceptualise a decolonial perspective to curricula to ensure that curricula are relevant and addresses current social challenges. The study explored the nature of a decolonised English language curriculum. The data was collected through interviews and document analysis. Critical pedagogy provided an overarching conceptual framework. Decolonial theories were used as an analytic lens to engage with the data. Key preliminary findings note the importance of an Afrocentric education that will place African knowledge at the centre of curricula. Critical pedagogy is valuable to enhance the transformative pedagogy in language teacher education. Recommendations include the urgency to disrupt the current curricula of English language teacher education, to foreground a decolonial approach to pedagogy and to consider the reality of disadvantaged and multilingual classrooms.

### **NEHEMIA, MARTHA M & NEKONGO-NIELSEN, HAAVESHE**

UWC PhD student & UNAM lecturer & Professor, University of the Western Cape & University of Namibia

#### ***Experiences of online teaching and learning at Namibian higher and secondary education institutions during COVID-19 [F2F (I)]***

Globally, during the COVID-19 outbreak, students' ability to develop and use strategies for successful learning was tested in extraordinary ways. As a result, some educational institutions have embraced and implemented online teaching and learning. However, for Namibia, the new learning environment has produced frustrations among lecturers, teachers, students, and learners as they experienced unplanned migration from traditional face-to-face classes to online learning. Their digital competencies to deliver and receive education needed further development to rapidly adapt to new ways of teaching and learning. The researchers of this paper have individually and collectively participated in studies attempting to explore the effectiveness of online teaching and learning at secondary and higher education institutions. As lecturers at the Namibian higher education institution involved in the pre-service teacher training have noted that teaching with technology was received with mixed feelings. The findings discussed in this paper are drawn from three COVID-19-related studies conducted in Namibia; namely: (1) teachers' and learners' experiences with online teaching and learning; (2) online learning challenges faced by first-year university students; and the use of technology for expanding postgraduate studies. The findings indicated that lecturers and teachers lack the technological and collaborative techniques of online learning. Lecturers and teachers had to acquire expertise in using technology in teaching, likewise, students and learners lacked the technological devices and tools to access online learning resources. The study recommends intensive technological training for lecturers, teachers, students, and learners as well as affordable access to technological devices and infrastructure.

**Keywords:** COVID-19, online teaching and learning, technology, collaborative learning, secondary and higher institutions

**NEKONGO-NIELSEN, HAAVESHE & NEHEMIA, MARTHA**

University of Namibia

***Designing and implementing secure online assessments: The Namibian experience***

Online teaching and learning offer institutions of higher learning the advantages of a versatile system appropriate for providing quality education during normal times, disasters, conflicts, and pandemics. As a result, many of the institutions across the globe embraced and implemented online learning in a variety of forms and intensity. However, many of these institutions have been struggling with the development of secure and quality ways of assessing learning using technology. One of the arguments advanced is that online assessments, both continuous and terminal, are not secure and do not adequately measure the quality of learning. This paper describes the experiences of developing quality and robust online assessments for a first-year course at a higher education institution in Namibia. This qualitative research analysis considered a critical reflection to interpret methods in which academic staff designed and implemented online assessment and how such methods contributed to the security and quality of creating a sustainable online assessment system worth replication. It describes methods used to develop an assessment system and the approach taken to ensure quality and secure assessments for a university course with an 8,000 to 10,000 enrolment per year. The online course taught by five lecturers who were also responsible for designing assessment tasks and marked by more than 15 lecturers. The average mark received by students over the 5-year period is 68%, and yes there were students who received about 95% in an assessment, especially lecturer-marked assessments. These higher marks were attributed to the markers rather than to students' responses. Thus, persistence, commitment, and discipline of academic staff involved, to adhere to the criteria set for the assessment, including the measures and administration of quality marking, are as vital as the mastering of course content by students. Recommendations included that lecturers needed more training to both understand and adhere to the set marking criteria.

**NGCONGCO-JAMES, NELLIE & PRATT, DEIRDRE**

University of KwaZulu-Natal & Durban University of Technology

***Providing 'presence' in Drama Education during the pandemic: a blended learning solution [OL (I)]***

The need for teacher 'presence' in learning interactions is generally acknowledged, as it not only supports cognitive and affective aspects of learning but also leads to greater learner satisfaction and achievement. In Drama Education, presence is not only desirable, but essential, as learning cannot be reduced to a set of behaviours or discrete skills, but involves connectedness and empathy, and a teacher who is physically present, not only as an instructor but as a collaborator and reflective audience. Many Drama educators feel that Drama cannot be learned without a holistic visual experience of the teacher, mentoring, demonstrating, acting out and responding to students, which cannot be reduced to a verbal summary. The onset of the pandemic has shown that replicating presence electronically is problematic; lecturing or workshopping digitally lacks valuable cues about teacher and learner commitment, as well as the energy which infuses dramatic performance: the teaching/learning dynamic is lost. Offering Drama Education at the tertiary level is further complicated by the fact that first-time Education students have difficulty knowing the nature of Drama if it was not their school subject, thus modelling is required by a lecturer who is physically present. We believe that Drama, as a performing art, can never be learned properly online, and so advocate a blended learning approach, drawing on those aspects of international research appropriate to the KwaZulu-Natal context.

**Keywords:** Drama Education, teacher presence, blended learning, tertiary education.

**NGONGOMA, NOMATHEMBA & MTABELA, BAQEDUKWAZI & NDLOVU, THEMBI & MHLONGO, NONHLANHLA**

***Identifying content knowledge gaps for the planning of effective teaching and learning and encouraging critical thinking***

It is almost common knowledge that a large proportion of learners in South Africa have learning deficits such that they do not have the appropriate knowledge and skills to understand the new work they encounter during teaching lessons (Spaull, 2013; Siyepu, 2013; DBE, 2011 DBE, 2015). At a later stage in life, the poor quality of education received denies many individuals' access to higher education and even employment (NPC 2012: 38). Because of these far-reaching impacts, it is important that teachers can determine the level of knowledge and skill that each child brings from the previous grade(s) to respond to each learner's diverse needs and tailor their instruction accordingly (DBE, 2011: 4). The purpose of the study is to investigate where learning problems exist in learners to improve the alignment of teaching, learning, and assessment and to modify plans for a more effective, differentiated approach to teaching and learning. To identify the learning knowledge gaps of learners in four schools in the Umlazi district of KZN, a study was conducted in early 2017 at four primary schools, participating in the mentoring and coaching project conducted by an NPO, in Durban South, specifically in Umlazi district. Umlazi district has roughly 350 schools in its jurisdiction. This district is in KwaZulu Natal Province. Three of the four study schools are in Umlazi Township and one school is in Kwamakhutha Township. A quantitative approach was adopted for the study. To do this, tests were designed to look at the basic or foundational knowledge. These tests were set, administered, marked, and analysed by an independent organisation. The questions for the tests were taken from the CAPS curriculum from the previous years, for example 'Grade 5' = a test written by Gr 5 learners which had questions from the previous years' Gr 3 and 4 CAPS work. There were no questions dealing with the current Gr 5 work. This was done so to ascertain if there are any gaps existing so that the teachers could align their planning for effective differentiated teaching and learning approaches. The study was done in the four Durban South Primary Schools in Umlazi District. 2490 Learners participated. These schools are in the previously disadvantaged community which is presently populated by an informal settlement. The focus was on Gr 3 to 7 learners. 50 classes participated. The tests were administered at the beginning of the year (2017) in Mathematics, English First Additional Language, Natural Science and Technology. Major findings showed that learners know very little from previous Grades with a quarter (+/- 625) of learners knowing less than 20%. So, when the teachers are teaching the current Grade work, they need to plan relevant remedial activities for each topic which was done in previous years to link with the current year. If they do not, the learners might experience difficulties to cope with the new knowledge because they do not have the foundational knowledge.

**NHLUMAYO, BUHLE**

University of the Free State

***The dynamics of implementing school-based teacher professional development in a South African rural context: Responding to crises [OL (I)]***

This paper discusses evidence from a study of the dynamics of implementing school-based teacher professional development (SBTPD) in a selected rural context of South Africa (SA). The aim is to contribute knowledge regarding schools' preparedness for crises. Even without any immediate crisis such as COVID-19, schools in rural contexts are confronted with multiple contextual factors that negatively affect the attainment of quality education. The advent of COVID-19 compounded such challenges. Over and above policies, national guidelines and directives, schools in general and teachers in particular, need SBTPD to be able to respond effectively to different challenges. SBTPD requires schools to develop their own customised programmes which are tailored to their needs so that they can withstand any crises that have

the potential to disrupt the teaching and learning programme. In South Africa, empirical evidence on the voices of teachers, school principals and circuit management in rural contexts, regarding ways to implement school-based teacher professional development, and enhance teacher practice in the process, remains sparse. The inquiry was a multiple case study guided by social learning theory, adult learning theories and the theory of learning-centred leadership. Data was collected through individual face-to-face interviews with the teachers and focus group interviews with the school principals and the circuit manager. Thematic analysis was employed as a data analysis method. Findings revealed that while there exists great potential for all role players and that they should not remain in the comfort zone of waiting for directives from higher education offices. Another finding revealed that rural schools exclusively relied on departmental programmes for teacher development since they lacked the capacity to develop their own. This paper recommends a capacity-building programme for teachers, school principals and the circuit management to ensure their ability to develop and implement their own SBTPD while responding positively to crises, which interrupt the teaching and learning programme. This paper concludes that SBTPD needs to be understood and practised differently if schools are to be able to respond to crises such as COVID-19.

### **NHASE, ZUKISWA**

University of the Free State

#### ***Opportunities of teaching science-related themes in grade 3 classrooms***

The article draws from the exploratory study of grade 3 foundation phase teachers' perspectives and understanding of the teaching opportunities of science-related themes in four township schools. The research investigated the grade 3 teachers' perspectives and understanding of teaching and learning opportunities of science-related themes in their classrooms. In foundation phase, the life skills curriculum encourages teachers to develop scientific skills across grades. Additionally, the life skills curriculum has the beginning knowledge as one of its study areas, and this area promotes the teaching and learning of science content and themes at the foundation phase level. Therefore, this research about the teaching the teaching opportunities of science-related themes in foundation phase is located within an interpretive paradigm. Within this paradigm, a qualitative case study approach was conducted with four grade 3 teachers in foundation phase classrooms in township schools. To gather data, semi-structured interviews and questionnaires were used. An inductive analysis to discover patterns and themes was applied during the data analysis process. Additionally, transcripts of the interviews were given back to the respondents to verify their responses and to check for any misinterpretations. The findings from the research revealed that teachers at foundation phase are still not comfortable to explicitly talk about science in this phase, they see science as a subject that is in upper grades. In addition, though they do teach the science-related themes at this level because the content is taught outside at foundation phase, they never saw it as science. However, these teachers do agree that learners at this phase are curious and eager to learn through asking questions and engaging with the materials. Moreover, linking learning to learners' everyday experiences enable them to learn these science concepts or themes in a relaxed and non-threatening environment., which warrants further research.

### **NQABENI, NOZUKO**

Walter Sisulu University

#### ***Dynamics of teaching algorithms of fractions in Grade 3 rural schools of South Africa***

This paper emanates from a study which sought to establish teacher experiences in the effective teaching of Mathematics, especially when dealing with teaching algorithms of fractions in schools. Algorithms of fraction is a section of algebra in Mathematics that deals with quantities as wholes and sub-constructs. The Grade 3 learners seemed to be unable to

comprehend the meaning and this led to teachers being frustrated. The authors posit that despite the teacher's dilemmas about teaching fractions in Grade 3, there still exists effective teaching in schools. The study adopted an interpretivism paradigm in which thematically-analysed data were collected through interviews from eight purposely selected participants. Findings revealed that for Grade 3 learners to learn fraction algorithms they required the opportunity to develop their learning styles. The study also revealed that teachers preferred active learner participation, that learners be exposed to the handling of materials for concrete learning with learners included, and teachers were in favour of teacher collaboration. It was recommended that teachers: should thoroughly plan their lessons and use a variety of pedagogical approaches that allow learners to adopt different learning styles; provide concrete materials to learners during lessons, infuse inclusive education principles. and lastly teachers should actively participate in collaborative platforms within their community of practice.

### **NTHIMBANE, KOKETSO**

Nelson Mandela University

#### ***The Attitudes of University Students about Using Digital Storytelling in an Introduction to Multilingualism module. [OL (I)]***

The use of modern Information Communication and Technology in education has risen in South Africa and globally. Personal Computers, cell phones and computer tablets coupled with free easy-to-use- software and apps have assisted teachers to improve their practice in changing times. The current research intends to investigate the attitudes of university students about the integration of a Digital Storytelling project into an introduction to multilingualism module. The module is presented at Nelson Mandela University in the Eastern Cape Province in South Africa. The study focused on the pedagogical importance of implementing digital storytelling into the curriculum, the process of creating digital storybook projects using story jumper, language improvement, and motivation. The study employs a qualitative research method. The data was collected from a class of 1st-year university students using conversation Café conversations and a questionnaire. The findings highlighted that the participants have positive attitudes toward the collaborative development and use of Digital Stories in the introduction to multilingualism module. Finally, I envisage that students will think that participation in such a project is advantageous to their language improvement and motivation. I also recommend that more research be conducted about the use of digital storybooks for teaching and learning in a Service Learner project with Foundation Phase learners.

### **NTOMBELA, BONGI**

University of KwaZulu-Natal

#### ***Personal history and memory work as a way to transform my teaching of IsiZulu Home language in a Grade 3 class. [F2F (I)]***

This study accounts for how my teaching and engagement with learners transformed through self-study. Self-study allows teachers to understand the interconnection between their personal and professional practice. My PhD study aims at improving my teaching of isiZulu home language using the Reading to Learn pedagogy. Self-study involves a range of data generation methods. For example, I video-recorded my teaching of reading in a Grade three class with 45 learners over a year. I recorded my reflections on what transpired in my classroom in my journal. The involvement of critical friends who provided feedback, provoked my thinking about how I could strive to improve my teaching practice. Using an arts-based medium as an analytic tool, such as collage, supported my reflections and was valuable in helping me explore the transformation of my teaching practice using the Reading to Learn strategy. In this presentation, I will focus on the personal history self-study method which explores how personal experience, culture, and learning experiences can inform one's

teaching. I reflected on my personal history of growing up in a rural area in KwaZulu-Natal, using memory drawings to prompt memories of my literacy learning from childhood before going to school and through the years of schooling, as a pre-service teacher at the college of education and as an experienced foundation phase teacher. This memory work gave me insight into how these experiences shaped my teaching practice. I argue that engaging in self-study that includes personal history can enable teachers to discover real issues about themselves and allow a transformation to new personalities and teaching behaviour.

**NUNAN, RUBBI & SHANTONE, JULIE**

University of South Africa & University of South Africa

***South African Teachers' Perspectives of What Causes Students to Exhibit Challenging Behaviour in Primary Schools [OL (I)]***

South African primary school teachers struggle curtailing student behaviours, therefore impeding teaching and learning. To understand this phenomenon, 15 primary school teachers were interviewed. Findings reveal that students' negative family dynamics, displaced aggression, and social factors such as the consumption of alcohol and drugs and carrying of weapons, and non-cooperation with and violence of parents toward teachers influenced challenging behaviour. Social cognitive theory and general systems theory rationalized how behaviour is learned and transferred within systems. Understanding the causative factors of student challenging behaviour will benefit teachers to understand the student before addressing their behaviour. Future research should investigate student challenging behaviour from other perspectives. School intervention programs should be established that support vulnerable students to curtail their challenging behaviour.

**NWAKWO, CHRISTIAN AMARA & OKEKE, CHINEDU IFEDI & ONYEMAECHI EDI, MOSES**

PhD Student, Department of Social Science Education, Faculty of Education, University of Nigeria & Department of Educational Foundations, Faculty of Education, University of the Free State, South Africa & Department of Educational Foundations, Faculty of Education, University of the Free State, South Africa

***The clinical significance of cognitive behavioural therapy for depressed school children with anxiety disorder [OL (I)]***

The COVID-19 pandemic has placed a tremendous strain on the clinical research enterprise. The clinical significance of cognitive behavioural therapy for depressed and anxious schoolchildren is well established. In the present study, we systematically reviewed six studies that focused on the effectiveness of CBT on depression and anxiety schoolchildren. This review aimed at exploring its clinical significance of cognitive behavioural therapy for depressed and anxious schoolchildren. Result of this review established that there is clinical significance of CBT for students living with depression and anxiety. It was also established that CBT for depressed and anxious students helps to understand the roots of students' problems which gives rise to a way to intervene. CBT also improves the state of depressed and anxious schoolchildren. Based on the findings, it was recommended among others that therapists should regularly employ CBT to help in improving depressed and anxious students. However, there is still a need for additional trials to extend the clinical significance of cognitive-behavioural therapy among schoolchildren with depression and anxiety especially in the time of the COVID-19 pandemic.

**Keywords:** Clinical significance, cognitive-behavioural therapy, depression, anxiety, mental health of Schoolchildren



**NYAMUPANGEDENGU, EUNICE & MUNGANDI KAZENI, MONDE & STEPHENS, MAGDELINE & MABALANE, MABEL & MANDIKONZA, CALEB & AJAYI, EYITAYO & KAVAI, PORTIA & ABDULHAMID, LAWAN & TSHESANE, HERMAN & MALCOLM, STEPHEN**

University of the Witwatersrand

***Mathematics and Science teacher educators' experiences of using the WhatsApp platform as a tool for teaching and learning during the Covid-19 pandemic at a South African University***

The purpose of this panel discussion is for a group of ten teacher educators from a South African university (SAX) to share their experiences of using WhatsApp for teaching and learning during the COVID-19 pandemic. The teacher educators are involved in a scholarship of teaching and learning project. In this project, the teacher educators share and reflect on their teaching practices and experiences using the concept of authentic conversations. The group is multidisciplinary comprising six life sciences, two, mathematics and two physical sciences lecturers responsible for teaching undergraduate bachelor of education students as well as post-graduate students. The group meets every two weeks either face-to-face or on MS Teams. Issues of interest are identified by individual members and brought up for discussion by members of the whole group. During the meetings, members share their experiences of the identified teaching practice. Examples of discussions include issues such as how to promote interaction on platforms such as MS teams during online lectures, and how to teach pre-service teachers about values in the context of our subjects. Data is collected using narratives and audio-recording of the conversations. In this panel discussion, the group will share their experiences and reflections on the use of WhatsApp messenger as a platform for teaching and learning during the time when universities moved to online teaching and learning modalities because of the COVID-19 pandemic outbreak. In April 2020, when South Africa went into hard lockdown for the first time due to the outbreak of the COVID-19 pandemic, universities had to respond quickly to different modes of teaching and learning in a bid to save the 2020 academic year. At SAX, which was the context for this study, teaching and learning were shifted from face-to-face to online and remote modalities within a space of two weeks without any adequate preparation for both lecturers and students. As a result, many lecturers had to use their agency to seek solutions that would allow teaching and learning to continue. Digital accessibility by both students and lecturers became one of the aspects that influenced the choice of platforms that were eventually used for teaching and learning during the pandemic. Smart devices became one of the most preferred or adopted conduits through which teaching and learning could be done mainly because smart devices allow for digital applications that function to communicate, share messages, images, files, and videos using the data network as the message delivery facility. One such application was WhatsApp messenger. WhatsApp is an instant messaging application that can be run on most mobile platforms. In addition to its convenience, WhatsApp allows for group formation where members can communicate within the group boundaries. The ease with which people can engage and communicate with each other through WhatsApp resulted in it becoming one of the social media platforms that got adopted as a platform for teaching and learning by lecturers at higher education institutions. WhatsApp, being a social media platform now turned into a teaching and learning platform, motivated teacher educators in this study to have this panel discussion where they can share their experiences of using it.

***Framing questions***

How did the teacher educators use WhatsApp for teaching and learning?

How (if at all) did WhatsApp reshape teacher educators' teaching and students' learning?

What effect, psychological or social did the use of WhatsApp have on both teacher educators and students? What opportunities for teaching and learning does WhatsApp present for use beyond the COVID-19 pandemic and going into the future?

What are the challenges of using WhatsApp for teaching and learning?

**OGBECHE, DR & AKOBI, THOMAS**

Department of Educational Foundations, Faculty of Education, University of the Free State, Bloemfontein, South Africa

***Utilisation of information and communication technology in Early Childhood Education (ECE) centres: implications for optimising ECE in COVID-19 era [F2F (I)]***

Today's children are born into a society that is heavily influenced by information and communication technology (ICT). To this end, early childhood educators must be enthusiastic about the role of technology in children's development. This study was therefore carried out to check the availability and extent of utilisation of information and communication technology in early childhood education (ECE) centres: Implications for optimising ECE in the COVID-19 era. The study adopted a descriptive survey research design. The population of the study was 768 early childhood educators from Enugu State. A sample of 80 early childhood educators was selected for the study using a purposive sampling technique. The instruments for data collection were a checklist of available ICT facilities and a questionnaire developed by the researchers on the extent of Utilisation of ICT facilities. The instruments were face validated for credibility by three (3) experts. The instrument on the extent of utilization was trial tested for reliability to estimate the internal consistency of the instrument. This yielded a reliability coefficient of 0.85 using Cronbach Alpha. Data were analysed using descriptive statistics to answer the research questions, while the t-test statistic was used to test the null hypotheses at a 0.05 level of significance. Findings revealed that most of the ICT facilities for teaching and learning in ECE centres in Enugu State were not available. It was recommended, among others, that the government should provide the needed ICT facilities to early childhood education centres to promote teaching and learning, especially in the COVID-19 era and beyond.

**OKEKE, CHINEDU I & OMEJE, JOACHIM C & ONYEMAECHE EDI, MOSES & OPARA, EDITH**

Department of Educational Foundations, Faculty of Education, University of the Free State, South Africa & Department of Educational Foundations, Faculty of Education, University of Nigeria & Department of Educational Foundations, Faculty of Education, University of the Free State, South Africa & Department of Educational Foundations, Faculty of Education, University of Nigeria

***Occupational guidance, entrepreneurship education as correlates of economic empowerment among rural women with children [OL (I)]***

This study sought to investigate occupational guidance and entrepreneurship education as correlates of economic empowerment among rural women with children in Oweri Education Zone of Imo State, Nigeria. Five research questions and five null hypotheses guided the study. The study adopted a correlation survey research design. Out of the population, the researcher sampled 800 rural women using a multi-stage sampling technique. Occupational Guidance and Entrepreneurship for Rural Women's Economic Empowerment Questionnaire (OGERWEEQ)" constructed by the researchers was used for data collection. Data was collected from each of the sampled areas using questionnaires to elicit responses from the participants. Analysis of data was done using Pearson Product Moment Correlation and Multiple linear regression. The result indicated that occupational guidance has a very high relationship with economic empowerment by rural women in Imo State. Further analysis showed that there is a statistically significant positive relationship between occupational guidance and rural women's economic empowerment. The result indicated that entrepreneurship education has a very high relationship with economic empowerment by rural women with children in Imo State. Further analysis showed that there is a statistically significant positive relationship between entrepreneurship education and rural women's economic empowerment. Counselling implications as well as limitations of the study were also discussed. Recommendations were made and suggestions for further studies were provided.

**Keywords:** Occupational guidance; Entrepreneurship education; Rural women: Economic empowerment

**OKEKE, CHARITY & VENTER, ELZA**

University of the Free State

***How teachers discipline learners verbally in primary schools: a phenomenological study for classroom misconduct***

Verbal discipline remains the most used disciplinary strategy in schools worldwide. Teachers disclosed using it frequently to deal with classroom misconduct. This qualitative study aimed to establish how teachers discipline learners verbally in primary schools. The study adopted a phenomenological research design involving ten teachers from two primary schools within the Free State Province. Symbolic interactionism theory was used to interpret the meanings embedded in the vocal utterances of the teachers. Data were collected via recorded semi-structured face-face interviews, transcribed, and analysed using content analysis. The study found that teachers use soft and calm tones to reprimand and redirect misbehaving learners. The teachers indicated talking to misbehaving learners privately to understand the reasons for their misconduct. The teachers acknowledged using verbal advice to instil discipline in learners and verbal praise to encourage them to behave better. School stakeholders such as fellow teachers, parents and the principal are involved in disciplining misbehaving learners. Given the above findings, the study recommends that teachers should approach learners in a calm and polite manner for effective verbal discipline; teachers should adopt verbal praise such as “well done”, “keep it up” to appreciate and reinforce good behaviour and avoid embarrassing misbehaved learners in the classroom but engage them privately to understand the reasons behind their unruly actions. The study further concludes that the above-mentioned strategies are effective in disciplining misbehaved learners in primary schools.

**OKUNTADE, JAPHET OMOLERE & LUCKAY, MELANIE B & TRAININ, GUY**

Lagos State University of Education, Lagos, Nigeria & Faculty of Education, University of the Western Cape & University of Nebraska-Lincoln, USA

***Understanding the interplay of Micro-Teaching Skills (MTS) through technological device: A Video Analysis***

Micro-teaching provides a framework for teachers' professional development with an emphasis on the teach-and-re-teach cycle as a practical procedure for the development of micro-teaching skills. One fundamental element in this teach and re-teach cycle is the use of digital technology tools as a recording device which may help aid the understanding and application of micro-teaching skills. This study explores micro-teaching skills with the use of digital technology (cell phone) in a teacher education programme at a Nigerian university. The university is considered to house a well-established teacher education programme to prepare pre-service teachers to teach at schools. Sometimes the interrelationship of micro-teaching skills (MTS) within a given lesson is barely noticed, although teaching skills are learnt and mastered gradually but understanding the progressions and the interdependence of these skills within the confine of the classroom is becoming a mirage to the pre-service teachers. This current study explores the interplay of micro-teaching skills using cell phones as a complementary device for the observation of teaching skills. The study identifies three (3) fundamental phases/skills that are germane to teaching, namely introduction, explanation, and closure to see how other salient skills are connected within the lesson. A socio-cultural approach will be a theoretical framework to guide the study. The underpinning theories that frame this study were Vygotsky's Socio-cultural Theory and Bandura's Social Learning Theory. The paper draws on a quantitative research approach by making use of 10 video recordings of pre-service teachers. The population of this study consists of 100 final-year pre-service teachers who are grouped into a team of 10 to carry out practical teaching exercises

of 10-15 minutes using cell phones as a recording device. To understand this interplay, data were collected through Google drive and were analysed with Kruskal-Wallis statistical analysis using SPSS package v25 to determine the prominent skills within the identified fundamental phases/skills. The results revealed that no teaching skill could solely stand without interplaying with other related skills in a lesson. It was also noticed that teaching skills complement one another to achieve the desired outcome in lesson presentations.

**OLAYINKA, THEODORIO ADEDAYO & CLEMENT, SIMUJA & SHAMBARE, BRIAN & SHINANA, ESTER**  
Rhodes University

***Teacher Educators' use of a mind-map in teaching to develop TPACK in a technology-rich learning environment***

The training of foundation phase teachers requires teacher educators to design instructions that will equip pre-service teachers with the knowledge of pedagogy and content to transform grade R-3 learners' cognitive abilities. Mishra and Koehler's (2006) TPACK framework suggests that technology should be integrated into the instructional process to aid in the development of technological pedagogical content knowledge. However, one limitation of this framework is that it does not specify how teacher educators can integrate technology into instructional delivery to develop technological pedagogical content knowledge. This paper explores working with teacher educators to understand how the use of mind-mapping teaching strategy in technology-rich classrooms, offers the opportunity of developing technological pedagogical content knowledge. The research is framed by a qualitative and interpretive research paradigm. The participants were selected purposefully from a group of teacher educators teaching foundation phase pre-service teachers at a university in South Africa's Eastern Cape Province. Data was collected through journal reflection and non-participant observation and were analysed inductively and thematically. The TPACK framework was used as the analytical framework in this study. The study's findings show that the use of mind maps by teacher educators in the lessons and classroom offered them the opportunity to develop technical knowledge and skills in integrating technology into pedagogical content plans. The teacher educators were able to develop a diverse understanding pertaining to TPACK, and they applied a mind-mapping teaching strategy in acquiring TPACK. However, teacher educators faced diverse challenges in implementing a mind-mapping teaching strategy with technology. The finding from this study might have implications in providing the direction of teacher professional development. However, the researchers recommend that teacher educators need to combine more teaching strategies with technology to broaden their opportunities for developing TPACK in teaching contexts.

**OLIVIER LAUBSCHER & ABELINE KOOPMAN & KAREN J.**  
University of the Western Cape

***A phenomenological investigation into selected grade seven teachers' integration of democratic values into their EMS lessons***

During apartheid, South African schools played an important role in shaping the mindsets of learners. In contemporary South Africa, teachers are required to promote democratic values to build a more just, humane, honourable, and democratic society. This phenomenological investigation reports on the lived experiences of Economic and Management Sciences (EMS) teachers and how they integrate democratic values into their EMS lessons. More specifically, the study primarily focuses on EMS teachers' understanding of what democratic values are and how they should be implicitly integrated into certain EMS topics. Methodologically the study is situated within a phenomenological research design. To elicit rich descriptions of the experiences of teachers interviews and fieldnotes form the main sources of data. A total of 5 EMS teachers were purposively selected to participate in the study. Theoretically, the study

draws on Edmund Husserl's, 'lifeworld' theory as well as Heidegger's interpretive phenomenology that was integrated with Maton's Legitimation Code Theory. The findings revealed that 4/5 teachers integrated democratic values into their lessons which were rich in semantic gravity (SG+) and in semantic density (SD+). The fifth teacher focused on content and not context as she had many learners with a language barrier therefore teaching values were not a priority for her. These findings could help us narrow the integration of theory and practice in the teaching of Grade 7 EMS.

**OLIVIER, MARITZA**

University of the Free State

***Teachers' perspectives on transitions in South African primary schools***

There is an increasing interest in educational transitions because the level of success during the change in spaces during school can be a critical factor in determining a learner's future progress and development. This change in space refers to a transition. Transition can be seen as a source of concern for learners worldwide and it is evident that it has an impact on their academic performances. The article is located within an interpretivist paradigm and Bronfenbrenner's ecological systems theory has been used as a theoretical framework to gain understandings of teachers' insider perspectives of the key dimensions that influence learner transitions in primary schools. A qualitative approach has been used and semi-structured group interviews with teachers from six different schools were conducted. From the analysis of data two main themes arose namely, Curriculum and Teachers. The aim of this article is to discuss these two themes as key dimensions that influence learner transitions in South African Primary Schools. This article embodies a significant role in the focus of the research done on transitions from the Foundation Phase into the Intermediate Phase and specifically from Grade 3 to Grade 4. The findings suggest that teachers need professional development to promote high-quality early-school teaching, to effectively understand different learning environments and the complexities thereof, and to construct new communities of practice, which are needed across phases collaborating with all role-players. This article has implications for the development of practice and policy, as new communities of practice need to be developed across phases and the voices of teachers need to be considered.

**ONAOLAPO, A**

University of the Free State

***An analysis of ubuntu theory of management: reimagining Africanized leadership towards improvement of discipline in the Nigeria secondary school***

Nigeria, in particular, has been grappling with the threat of indiscipline, which has been a problem for general effectiveness in school and has limited the attainment of school goals and objectives. In response to the scourge of indiscipline that has infiltrated the Nigerian educational system, this theoretical paper is positioned to respond by examining ubuntu theory as an Africanized management strategy as a possible solution to the recurring problem of indiscipline in Nigeria's secondary schools. The theory was argued to be the best in addressing indiscipline in Nigeria's secondary school system because the principles of ubuntu if properly applied, would result in a long-term solution to the problem. While the theoretical analysis was used to make sense of the theory of Ubuntu, the study chose literature and observations as its research methodology. The progress of Ubuntu theory and philosophy, as well as the contributions of academics studying Africanized management, were all considered while analysing the data. Further supporting the theory's underlying presumptions of belongingness, love, care, respect, and communal responsibility, which constitute a road map for reducing indiscipline in Nigerian secondary schools, was my argument and justification. To address the gap that Ubuntu was supposed to fill, observations were made based on the theory's

underlying premises. The study unequivocally advises that, for improved academic performance in Nigeria's education system, inclusive decision-making by students in administrative procedures, displays of empathy, care, and love toward disciplined students, and communal engagements between stakeholders, students, and parents in addressing discipline, should be paramount.

**ONAOLAPO, D.G**

University of the Free State

***Exploration of Social cognitive learning theory: an expedition to re-enact gender-based prevention strategy in Nigeria secondary schools***

In reaction to the gender-based violence that is becoming more prevalent in schools in Nigeria, The Social Cognitive Learning Theory (SCLT) is examined in this theoretical work as a potential response to the leadership practices of controlling gender-based violence in the Nigerian secondary school system. The notion was put up to highlight the benefits that Bandura's study's findings brought to school stakeholders. The research technique for the study was observation and literature review, and theoretical analysis was used to understand and make meaning of the SCLT. The analysis was created by the theory's growth, the SCLT's development in relation to leadership practices, and the input of Bandura's theory. In addition, I argued that the theory's underlying presumptions were intentionality, forethought, self-reactivity, self-reflectiveness through human agency, motivation, and self-efficacy programs that make leadership more proactive and responsible in addressing gender-based violence in the Nigerian educational system. In order to fill the gap that SCLT was intended to have filled, observations were made based on the assumptions of the theory. This is how the usefulness of SCLT in combating gender-based violence is also harnessed and demonstrated. The study unequivocally suggests that to combat gender-based violence in schools and improve the effectiveness of the educational system, social modelling, vicarious learning, and self-efficacy should be treated seriously in leadership practices.

**PALTE, LAUREN**

Herzlia High School

***Chasing shadows: Visual Culture Studies in the school curriculum [F2F (I)]***

This paper charts the development of Visual Culture Studies (VCS) in the National Curriculum Statement as an early attempt to sketch out a decolonised curriculum for Art in Further Education and Training (FET). In the first major revision for FET after Apartheid (2008), Art History was seen as Eurocentric and it was replaced with the more inclusive, interdisciplinary, and often elusive practises of Visual Culture Studies. In the development of the Curriculum and Assessment Policy Statement (CAPS) in 2011, the writers included practices from Art History to describe some specialised skills of analysis, while other skills of analysis were reframed in generic terms because it is not easy to see the disciplinary practices of VCS. VCS was retained as the name of the topic together with some of the principal features of knowledge stipulation of the 2008 National Curriculum Statement in the form of content choice and local knowledge. In this paper, I will tease out the under-theorised relationship between specialised knowledge of Art History and the subjective, personal, and local knowledge prioritised by VCS and I will show the elision of specialised knowledge that results from the curricular expression of analysis in generic skills terms. I propose that ambiguities in the curriculum are the cause of misalignment with National examinations at Grade 12 level and this would disadvantage the very pupils that the curriculum writers hope to include.

**PENNEFATHER, JANE & RULE, PETER**

University of KwaZulu-Natal & Stellenbosch University

### ***Addressing challenges in student-teacher education in rural schools: a complexivist view [F2F (I)]***

Covid-19 has foregrounded once more the fault lines of inequality within South African education. One of these fault lines lies between urban and rural schooling and, besides differential access to electronic learning technologies, concerns issues such as contextually appropriate student-teacher education and engagement with indigenous knowledge systems, including language and culture. This paper focuses on the challenges of creating dialogic learning spaces for student-teachers in rural education contexts. This focus is especially important given the neglect of rural education in South Africa, and of student-teacher preparation for placement in rural schools. The paper draws on a rural student-teacher education project situated at schools on the Wild Coast of South Africa's Eastern Cape province to explore the dialogic learning that student teachers experience within the context of a collaborative partnership between a university and rural schools. Drawing on the lens of complexity thinking, it shows that student teachers' dialogic learning is situated within complex interacting systems of language, culture, pedagogy, and technology, among others. These systems can generate possibilities of complementarity and conflict, which pose challenges for student-teacher agency and identity, and for the nature of a university-school partnership. The paper argues that the reflexivity and supportive relationships built into the project allow for expansive learning among student teachers and systemic learning among partners. A complexivist lens can assist in illuminating the possibilities and constraints for these kinds of learning.

**Keywords:** Student-teacher education; rural schools; dialogue; complexity; expansive learning.

**POSTMA, DIRK**

University of South Africa

### ***The agonistic politics of critical education studies***

The proliferation of critical studies in education builds on and expands critical pedagogy, such as feminism, postcolonialism, critical race theory, indigenous studies, and animal studies. The attempt at times to simulate 'official science' undermines the critical role of these studies. Simulating official science entails buying into the established methodologies and ontological assumptions. These assumptions are based on a conception of the world as relatively stable and controllable. While the established sciences have contributed towards a better understanding of the world and to the betterment of all, they have also been implicated in colonial expansion, state domination, and capitalist extraction. The capturing of established sciences is due to a blindness that prevents them from imagining a different world. This paper investigates the relationship between critical studies and official science by drawing on the views of Rancière and Deleuze. The relation between critical studies and established science could be understood in terms of the relation between 'police' and 'politics' (Rancière) or between the 'major' and 'minor' sciences (Deleuze). Critical studies do not aim to overthrow the established sciences but to transform how reality is performed. They pose a radical challenge to the existing order by articulating the voices of the marginalized 'others'. These voices would be silenced if they had to be cast in the strictures of official science. The critical sciences should therefore not attempt to gain a form of mainstream legitimacy. Their relationship with the official sciences is characterized by agonistic politics which disrupt the common sense of official science.

**QAPESHU, SIPUMLE & CLEMENT, SIMUJA & OLAYINKA, THEODORIO ADEDAYO**

Rhodes University

### ***The emergence of remote learning in teacher training: Experiences of Pre-Service Teachers at a South African University***

Across all educational levels, the coronavirus pandemic (COVID-19) has changed the dimension of teaching and learning in South Africa. To restrain the spread of the Covid-19 virus in schools, the Department of Higher Education Training and higher education institutions, introduced remote learning to continue the learning activities after the shutdown of schools. This necessitated teacher educators in institutions of higher education in South Africa to change the approach of instructing pre-service teachers from traditional face-to-face teaching to a technology-based and face-to-face approach. In this regard, the study examines primary education pre-service teachers' experiences of the emergence of remote learning during the COVID-19 pandemic at a selected university in Eastern Cape province in South Africa. Moreover, this study is set within a qualitative and interpretive research paradigm. Using phenomenological analysis, the interview, and focus-group interview data were analysed, resulting in students' experiences during the periods of remote learning. The findings reveal that remote learning offered personalized learning; the opportunity to create and participate in learning communities; develop knowledge and skills to integrate technology into learning. However, the high cost of internet data bundles, poor mobile, and bandwidth connections, and family social responsibilities were the challenges pre-service teachers experienced during the periods of remote learning. In conclusion, the implications are discussed and suggestions for future studies are offered in the paper.

**RAANHUIS, JOYCE**

Cape Peninsula University of Technology

### ***Transforming beliefs and practices: teachers' perceptions of the effects of CPD to social cohesion***

This paper explores teachers' perceived effects of their participation in social cohesion-related Continuing Professional Development (CPD) programmes. CPD programmes often consist of activities to develop teachers' competencies. However, how teachers interpret these learnings is often influenced by their individual backgrounds and school contexts. This is especially relevant for teachers in post-apartheid South Africa, where issues of the past, inequality, and reconciliation still influence society. The importance of social cohesion in education and the critical role of teachers is addressed in various policy provisions. However, ways to adequately support teachers through social cohesion-related CPD are limited. The paper draws on empirical data from thirty high school teachers and three CPD programmes facilitated in Cape Town. Through using a multiple case study approach (Yin, 2014) and a realist evaluation (Pawson & Tilley, 1997, 2004), the paper examines how CPD programmes in a post-apartheid context are experienced by teachers working in diverse school contexts. The data comprises of semi-structured interviews with teachers, principals, CPD programme managers and facilitators. In addition, a documentary analysis of CPD programme materials was used. The results reveal that teachers' perceived effects of their CPD participation are influenced by their level of autonomy in their classroom and their enactment within their school environments. Thus, I argue that teachers' efforts to utilise the social cohesion-related CPD learnings are perceived to be highly informed by their motivations and needs, the resources and infrastructure of the school, and supportive school leadership.

**RAJIAH, SARASWATEE**

Mauritius Institute of Education

### ***Impact of the challenges of teaching during COVID-19 pandemic on the mental wellbeing of preschool and primary school teachers in Mauritius [F2F (I)]***

The world came to almost a standstill in March 2020 due to the impact of Corona Virus. The two consecutive lockdowns in Mauritius in the year 2020 and 2021 caused major disruptions



in the lives of many, including stakeholders in the education sector. The use of technological devices shifted from a supervised mode to a liberalised form for children and students, while teachers shifted from in-class to remote teaching. A new trend in teaching and living caused an overnight transition unmasking many challenges for teachers and their mental wellbeing. Mental wellbeing which refers to the emotional, psychological, and social wellbeing of the individual in terms of perceived happiness, satisfaction, and interest in life (Galderisi et al., 2015), lies on the positive end of the mental health continuum. The focus of the present study is on the mental wellbeing of preschool and primary school teachers in Mauritius. For students to benefit from high-quality educational and emotional support, teachers need to prioritise focusing on self-care (Connor et al., 2020). Findings from previous studies have shown that the poor mental wellbeing of teachers is not only directly related to the mental wellbeing of students but also impacts on the capacity and willingness of teachers to support students (Palmer et al., 2017; Harding et al., 2019). This study aims to explore the impact of the challenges of teaching during the COVID-19 pandemic on the mental health of preschool and primary teachers in Mauritius. A qualitative approach was used to collect the responses of preschool teachers through purposive sampling in 10 private preschools and 10 primary schools in Mauritius. The target population was asked to respond to an online questionnaire created on Google Forms. The open-ended questions in the questionnaire facilitated the respondents to share the challenges they faced to teach during the pandemic and how they tried to cope with the situation. Word clouds and graphs were used to look for patterns and data analysis. The findings of the study uncovered the many challenges that teachers faced during the pandemic and the impact of those challenges on their mental wellbeing. Data analysis revealed the need to cater for the mental wellbeing of teachers to enable them to thrive and support students. The key findings included a lack of cooperation from school leaders, the slow decision-making process, and scarcity of resources which were the aetiology of the distress they faced. Coping strategies differed for everyone, underlining the need for attending to the mental wellbeing of teachers closely. The study paves way for further research in dealing with such challenges in the future. It encourages conducting a similar study targeting secondary school teachers in Mauritius and other countries as well.

**RALEBESE, LERATO & SAYED, YUSUF**

Cape Peninsula University of Technology & Cape Peninsula University of Technology

***The impact of the Initial Teacher Education programme on preservice teachers' teaching efficacy in the Western Cape [F2F (I)]***

Initial Teacher Education (ITE) programmes are envisioned to bring change in knowledge, skills, and attitudes of those who enrol to become teachers. Essentially, ITE programmes aim to prepare pre-service teachers to be efficient when they enter the world of work. This paper investigates the perceptions of B.Ed. Foundation Phase pre-service teachers during their training. Using the Experiential Learning Theory lens, this mixed-method study purposively sampled fourth-year pre-service teachers from one university in Western Cape, South Africa. The qualitative data for this paper were derived from in-depth interviews with four pre-service teachers, and the questionnaires were used to collect quantitative data from 76 pre-service students of the same cohort. Thematic analysis and descriptive statistics were used to analyse qualitative and quantitative data respectively. After triangulating data, the findings show that the pre-service teachers believe that the ITE programme positively influenced their perceived teaching efficacy. It seems that experiences such as teaching practicum positively impact their perceived teaching efficacy. The study provides insights into pre-service teachers' beliefs and conceptions about their teaching ability. Their perceived teaching efficacy has implications for their readiness for the world of work. Therefore, this study contributes to the ongoing debates regarding the readiness of pre-service teachers to face the world of teaching upon graduation.

**RALFE, SARAH**

Stadio

***Preparing student teachers for the Foundation Phase classroom: Giving voice to informal music learning spaces***

The teaching of music in South African Foundation Phase classrooms often falls on the shoulders of the generalist classroom teacher. However, research shows that generalist Foundation Phase teachers lack knowledge, expertise, and confidence in the teaching of music, resulting in music being a neglected and marginalised area in the Foundation Phase classroom. This paper proposes a shift in focus away from an emphasis on practice (what is taught) to people (who are doing the teaching) by considering the music life histories that student teachers bring to the Foundation Phase classroom. By means of narrative inquiry, this paper will trace the music life history of a student teacher. In doing so, this paper will propose that student teachers transition through a variety of meaningful and diverse formal and informal musical learning spaces over the course of their lives, and thus come to their tertiary studies with a plethora of diverse and rich musical experiences. In focusing purely on formal musical spaces and formal musical education, student teachers' rich informal musical experiences are marginalised. In considering the music life history of a student teacher, this paper will argue that, to adequately prepare student teachers to teach music in the Foundation Phase classroom, musical learning within both formal and informal learning spaces should be considered.

**RANGANA, NOLUVO**

PhD student, Nelson Mandela University

***Collaborative partnerships in changing spaces: Using a PALAR methodology with a diverse community during a pandemic [F2F (1)]***

The COVID-19 pandemic mandated us to radically shift from the traditional way of conducting research and find new and creative ways to conduct research. My research looked at the collaborative partnerships formed by the school, community members and Nelson Mandela University. Damons and Cherrington (2020) suggest that fostering mutually beneficial partnerships between a school and its community can contribute towards the holistic development and well-being of all school stakeholders. Schools do not exist in isolation; they exist in communities and form an integral part of the communities in which they exist. Communities are made up of different people who come from various cultural backgrounds, who differ in beliefs and whose socio-economic statuses are not the same. The formation of these collaborative partnerships plays a crucial role in transforming our schools into community schools. The methodology used in the study is Participatory Action Learning and Action Research (PALAR). The change from human-to-human interaction to an online platform had a huge effect on the relationship building phase of PALAR. We had to find creative and effective strategies to navigate the changing space we found ourselves in and we also had to mitigate the challenges that were presented by the pandemic. The challenges included socio-economic challenges and a lack of infrastructure to accommodate the shift to online platforms. This paper addresses the challenges we faced and how we overcame them but also focuses on how we embraced the opportunities.

**RUKUNDO, ADELINÉ**

University of the Western Cape

***A newly qualified teacher's competency in handling diversity: An auto-ethnography***

An increase in learner diversity in schools is becoming a global norm due to various factors. As a result of the constantly growing spectrum of learner diversity, there is a call for teachers to develop the skills required to accommodate learner diversity. This study aims to investigate

a Newly Qualified Teacher's competency in dealing with diversity. This research has explored a newly qualified teacher's personal experience as well as teacher knowledge where diversity is concerned and linked it to the body of research and literature that exists about newly qualified teachers' competency in diversity management. The study deploys a qualitative research approach and auto-ethnographic methodology in gaining a deeper understanding of newly qualified teachers' competencies in dealing with diversity. First, the study finds that although diversity is covered in the curricula of teacher training institutions, newly qualified teachers remain unprepared for the types of diverse learners they teach. Secondly, newly qualified teachers' experience of diversity is different from the theory they have acquired from teacher training institutions. Lastly, novice teachers do not take enough initiative to expose themselves to the wide spectrum of diverse learners. The study, therefore, recommends that: (a) teacher training institutions should design their curricula to accommodate the fast-growing wider spectrum of learner diversity, and (b) student teachers should be encouraged to take ownership in preparing themselves adequately for teaching diverse learners. The paper is useful for teacher training institutions, teachers, and academics in gaining insights into the perspective of students and novice teachers where diversity is concerned.

**RUSZNYAK, LEE**

University of the Witwatersrand

***Preservice teacher readiness for Work-Integrated Learning: Initial findings from the Teacher Choices in Action project***

Since 2020, the 'Teacher Choices in Action' module has been completed by 50 000 pre-service teachers from 24 universities. The module provided an alternative to work-integrated learning during the pandemic. It was also designed to address long-standing concerns about the quality of pre-service teachers' learning during work-integrated learning (WIL). The module supports the preparation of pre-service teachers for work-integrated learning by making teachers' pedagogical reasoning more explicit. Principal investigator, Lee Rusznyak briefly outlines the project and introduces panellists who will present their analysis of different aspects of the work that cohorts of post-graduate certificate in education (PGCE) pre-service teachers completed during the 'Teacher Choices in Action' module. As students enter initial teacher education programmes, they develop a new professional identity as a teacher. Some have always wanted to be a teacher, and others have opted to study teaching for a host of different reasons. Melanie Martin, Carol Bertram, Murtee Maistry and Colwyn Martin share preliminary findings of work done by students in the Teacher Choices in Action module that explores their emerging professional identities and experiences of becoming a teacher. Pre-service teachers have spent many years watching teachers work. At the beginning of their professional preparation, it is unsurprising that they tend to focus on teachers' observable actions rather than the rationale for the choices they make in practice. Dale Langsford shares her analysis of the extent to which a cohort of PGCE pre-service teachers recognise and interpret the pedagogical reasoning that informs teachers' actions in the classroom before and after the Teacher Choices in Action intervention. Using conceptual tools from Legitimation Code Theory, she shows how, over the course of the module, the complexity of participants' lesson observations increased dramatically. Instead of describing the visible teachers' actions, the analysis shows how they were better able to observe, interpret, and explain teachers' intentions and knowledge-building over the course of a lesson. She argues that being better prepared to observe and analyse the reasoning behind teachers' actions means that the time pre-service teachers spend in the classroom during work-integrated learning has significant potential to contribute more substantially to their professional development. Pre-service teachers come to initial teacher education with deep-seated ideas or beliefs about what it means to be a teacher, and these ideas may be resistant to change. Research has shown that a productive way of accessing people's tacit understandings of a concept is through the rationales they provide for choosing and justifying an analogy that they construct. Zaheera Jina Asvat analyses the conceptions that PGCE pre-service teachers hold about the nature of

teaching practices. She draws on cognitive metaphor theory and Legitimation Code Theory to unpack the assumptions about teaching revealed by the analogies that pre-service teachers offer about the work of teachers. She shows how some pre-service teachers emphasise teachers' personal attributes and others, their possession of specialised knowledge and skills. These ideas influence how pre-service teachers engage with the different components of their initial teacher education programme. Teacher educators are required to ensure that pre-service teachers can teach across diverse contexts. However, given the limited opportunity for work-integrated learning in one-year PGCE programmes, gaining experience in diverse school- placements is not always possible, however, the policy does encourage the "use [of] discursive resources to analyse different practices across a variety of contexts" (MRTEQ, 2015, p. 10). Pam Moodley considers the affordances of recorded lessons as a potential means to augment traditional work-integrated learning, thereby exposing PGCE pre-service teachers to schooling in diverse contexts during the very short time in which they are being prepared for professional based practice. She analyses how cohorts of PGCE pre-service teachers from different backgrounds notice the teachers' contextual responsiveness in the lesson recordings that they observe. The findings from this study have important implications for the use of recorded lessons as a potential means for exposing PGCE pre-service teachers to teaching over diverse contexts within the limitations of WIL in a one-year initial teacher education programme. To conclude the panel discussion, Lee Rusznyak facilitates a discussion between panellists and with those attending, about the implications of these initial findings for the preparation of PGCE pre-service teachers for work-integrated learning, PGCE curriculum design, and the coherence of PGCE programmes.

**SAMOFF, JOEL**

Stanford University & University of Johannesburg

***Approaches to Studying Development: Challenging the Research Complex***

A review of research on education in Africa over more than three decades found striking continuities, omissions, and a common conclusion: failure and crisis. What do we learn? The research process itself, not just the findings, but also how scholars frame questions and look for answers plays a significant role in explaining, and thereby maintaining, the troubled situation. A review of research on foreign aid to Africa over the same period found a puzzling combination of clarity on what is problematic and seemingly intractable persistence of the problems. What do we learn? Foreign aid is not broken but is working as intended. An exploration of higher education in Tanzania revealed the extent to which it has been captured by a financial-intellectual complex, the conjunction of foreign aid and research. What do we learn? It is the research process, how scholars generate knowledge and how the research complex determines which knowledge is legitimate that delimits the research agenda. While its products are sometimes consequential, the power of the established research complex lies primarily in its process, specifying who is to be recognized as knowledge producers, how knowledge is to be produced, and which knowledge is legitimate. Challenging the research complex requires unravelling and exposing the exclusionary rules for generating knowledge to disrupt and transform them. The paper's intent is generative. Its premise is that developing alternative research strategies for a world that is less unequal and less unjust requires unravelling, disrupting, and transforming the hegemonic research complex.

**SATHORAR, HELOISE**

Nelson Mandela University

### ***What kind of teacher do we currently require? Reflecting on how a teacher education programme can enhance teacher resilience and agility***

The teacher education programmes of the Faculty of Education at Nelson Mandela University are underpinned by a humanising pedagogy. Applying a human-centred approach requires teaching practices that intentionally utilize the histories, knowledge, and realities of students as an integral part of educational practice and cast students as critically engaged, active participants in the co-construction of knowledge. In the implementation of our B.Ed. Programmes over the past four years we were guided by the following critical questions: why we teach what we teach; who our students are and what knowledge they bring into the classroom; how and where they learn optimally, and how best to assess them. So much has happened since the conceptualization of this curriculum – the world has gone through a pandemic and South Africa is currently finding itself in an ecological crisis with electricity and water shortages causing devastation. As we engage in reviewing our curriculum, we reflect on how student teachers experience our humanising curriculum as well as how the pandemic and other factors have impacted teacher education. This qualitative study engages ten final year B.Ed. students and asks them to reflect on their experience of the humanising curriculum of the faculty; what were some of the challenges they experienced in our teacher education programme over the past four years, as well as what they would like to see incorporated into the B.Ed. programme to enhance their preparedness as teachers. The students narratively responded to these questions and, in a focus group, collectively created word clouds from the keywords identified in their narratives. The most prominent keywords featured in the word clouds informed the themes that will be discussed, including learning in isolation, understanding our relationship with the natural world (living and non-living), decolonising the learning space and alternative ways of assessment. In this paper, we explore various humanising strategies to assist our student teachers to respond to the challenges they experience in a resilient and agile manner.

**SAYED, YUSUF & SINGH, MARCINA & SADECK, MELANIE & JOHNS, LYNNE & WILLIAMS, TARYN & RALEBESE, LERATO**  
CITE, CPUT

### ***Challenges and Opportunities for Teacher Professional Development: Sustainable Preparation and Support for a Resilient Teaching Cohort***

CHAIR: Professor Yusuf Sayed (CITE, CPUT & Sussex University)

DISCUSSANT: Professor Crain Soudien (CITE, CPUT)

The demands on teachers have always been complex. However, teaching in the 21st century requires teachers to be able to work individually and collaboratively using both traditional and multimodal approaches to learning, being sensitive to context, language, and difference, and delivering good quality teaching and learning experiences to learners, all whilst remaining motivated and reflexive. Policy positions teachers as ‘super humans’ in how it articulates expectations and demands. Given this, the training and support of teachers then become crucial in building the capacity to realise these demands. The provision of quality teacher professional development is crucial to realise SDG 4 through policy, process, and pedagogy to create opportunities and address challenges. This panel presents three papers based on the work of the Centre for International Teacher Education and the SARChI Chair: Teacher Education relating to the professional development of teachers. The first paper draws on empirical data based on a longitudinal study conducted on initial teacher education in South Africa. The study compared two providers of teacher education in the Western Cape and tracked Foundation Phase students from their first year to their fourth year of their Bachelor of Education Programme. The second paper discusses the lessons learnt from training lead trainers to facilitate the rolling out of the Teaching for All materials which was developed to promote inclusive education in South African schools. The paper reviews the rollout process and illuminates the successes and failures of the rollout process demonstrating what works, what does not work and under what conditions. The third paper presents empirical data on

teachers' experiences of CPTD within collaboration schools in the Western Cape. The paper discusses, the nature, form and content of such training and its effect on the provision of equitable and quality learning.

**Paper 1:** Student teacher's self-reported views on their confidence and competence to teach mathematics and language in the Foundation Phase: A longitudinal perspective

**Keywords:** ITE, competence, longitudinal study, confidence

**WILLIAMS, TARYN & SAYED, YUSUF & SINGH, MARCINA & RALEBESE, LERATO**  
Cape Peninsula University of Technology

***Paper 2: Teaching for All/ Inclusive Education CPD in the Western Cape: lessons learnt***

Learning to teach is fraught with challenges, but also provides opportunities to transform. Whilst it is recognised that ITE programmes impact student teachers' knowledge, beliefs, and attitudes, it cannot fully prepare individuals for what is expected of them when they enter the classroom. Learning to teach require teachers to master content and pedagogical content knowledge, it requires prospective teachers to understand the teaching and learning context and it requires teachers to teach in a manner that promotes the values of inclusivity and social cohesion. This paper presents data from a longitudinal study that tracked student teachers enrolled in the Bachelor of Education Foundation Phase programme at two universities in the Western Cape. More specifically, the paper presents data to examine shifts in student teachers' self-reported competence and confidence to teach mathematics and language. The findings suggest that ITE presents an opportunity for all student teachers to improve their competence and confidence to teach. This paper teases out the implications of this for the design and delivery of ITE programmes.

**Keywords:** Inclusive Education; Training Model; Continuing Professional Development

**SADECK, MELANIE & WILLIAMS, TARYN**  
Cape Peninsula University of Technology

***Paper 3: Teachers' experiences of the form and content of continuing professional development programmes in a public-private partnership school.***

The Teach for All (TfA) programme was developed to promote inclusive education in South African schools by providing prospective teachers and as well as practising teachers with support to enhance their inclusive education competence. The Western Cape Education Department (WCED) piloted the methodology/ materials in the form of an online course for in-service teachers and school management teams. This paper reports on a review of the rollout with a focus on implementation processes and the experiences of the various role-players. The key research questions were: How has the WCED extended and rolled out the Teaching for All materials? What are the lessons we can learn from the experiences of the various participants in the CPTD project? Data was collected using semi-structured/ focus group interviews and surveys. It was analysed using thematic analysis and SPSS. We found that the pilot has been valuable in identifying what is required, what worked well (to keep) and what to change, in relation to the materials, the model and the actual training. The knowledge, expertise, confidence, and commitment of the various role players; Collaborative planning and reporting; SACE Accreditation and Moodle Capability were some of the factors that positively influenced the rollout. Changes in DoE/ WCED/ school priorities; mode of delivery; capacity; registration, and modification of programme materials on the Moodle site mitigated against the planned targets, rollout & timeframe. Recommendations include more extensive internal collaboration in the WCED to extend capacity and consideration of a Blended / Hybrid Training Model.

**Keywords:** Collaboration Schools; Continuing Professional Development

**LYNNE JOHNS, LYNNE & SAYED, YUSUF & PESAMBILI, JOSEPH**  
Cape Peninsula University of Technology

***Title of article***

Public-Private Partnership (PPP) schools in the Western Cape, South Africa are known as collaboration schools. The management of these schools is outsourced to private entities known as School Operating Partners (SOPs). SOPs are, inter alia, also contracted to provide support to teachers through continuing professional development (CPD). CPD activities are meant to up-skill teachers, to improve teaching and learning, and ultimately learner performance may be valid, there is a need to explore the CPD received by teachers in Public-Private Partnership schools. This paper explores the CPD offered to teachers in one PPP school in the Western Cape, South Africa. For this paper data was collected through questionnaires and semi-structured individual interviews with School Operating Partners, WCED officials, school leadership, teachers, and school governing body (SGB) members. Results reveal that CPD received by teachers focused narrowly on teaching and learning and did not provide a broad, expansive, and holistic notion of education quality. This data reveals the need for a better understanding of how such schools provide professional development support for teachers and the effects on the provision of equitable and quality education for all.

**SCHENZLE, STEFFI & SHULTZ, JON-HÅKON**

UiT - The Arctic University of Norway & UiT - The Arctic University of Norway

***“Students are bringing the revolution into the classroom!” Teachers’ and counsellors’ perceptions of the need for psychosocial support in crisis-affected classrooms [F2F (I)]***

The evolving situation in Lebanon is characterized by multiple crises that hinder schooling and negatively affect students’ mental health and school functioning. This explorative qualitative study aimed to analyse teachers’ and school counsellors’ experience of students’ educational and psychosocial needs and their own role as educators. Qualitative interviews were conducted with 10 teachers and nine counsellors from public schools in Lebanon. Educators reported increased crisis-related stress levels among students causing behavioural problems and impaired school functioning. They also reported that their previous teaching styles were insufficient and they lacked strategies to deal with crisis-affected students. Sensitization to psychosocial support has altered educators’ perceptions of their students and encouraged the exploration of a new and altered teaching role. Implications for school-based psychosocial support are discussed. The findings of this article are easily transferred to the context of South Africa where social instability leads to increased behavioural issues among learners and to overwhelmed teachers.

**SCHMIDT, KIM & TANGA, PROF PT**

University of Fort Hare & University of Fort Hare

***A contextually based early childhood home visiting programme model for vulnerable children in the Eastern Cape province of South Africa [F2F (I)]***

In South Africa, there are many vulnerable children. This results in a great need for prevention and early intervention services as a part of the transformational social justice agenda, particularly during early childhood the time when children are most vulnerable because of their complete dependency on caregivers for care and protection. These services are important, considering that more than a million children are born every year, that many of these children will experience poverty and that many of these children will live in rural areas making access to early childhood development services problematic and costly to render (Hall et al., 2017). The first 1,000 days of a child’s life, spanning from conception until just after the age of two years, set the trajectory for future well-being, and early childhood programmes to support development during this period are essential if South Africa is to break intergenerational cycles

of poverty (Symington et al., 2018). This study adopted an interpretivist, qualitative approach using an intervention research design to develop a guideline for a model of an early childhood home visiting programme that supports the optimal development of vulnerable children, aged 0-2 years in the Eastern Cape (EC) province of South Africa. The guideline draws together the disciplines of health, social work, and early childhood education to provide transdisciplinary training to a home-visiting workforce that is equipped to engage with communities and caregivers in support of ensuring that vulnerable children can achieve optimal development. To achieve this, home visitors are trained to conduct thorough assessments, develop individual intervention plans, and monitor and evaluate the effectiveness of interventions. This approach ensures that risk factors are reduced, and protective factors are built both within the family and the surrounding community. The study holds promise for multidisciplinary practice drawing on the biopsychosocial model to guide a transdisciplinary approach to the support offered to vulnerable children and in so doing supporting transformational social justice agendas.

**Keywords:** early childhood, social work, vulnerable children, home visiting, multidisciplinary, transdisciplinary, prevention, early intervention, programme, biopsychosocial model.

### **SEEHAWER, MAREN**

MF Norwegian School of Theology, Religion and Society

#### ***(How) can indigenous ways of knowing be captured in the decolonised curriculum? [OL (I)]***

Many would agree that decolonising the curriculum does not refer to discarding what is often called 'Western science', but rather drawing on, and integrating, different knowledge archives. In South Africa, much research is devoted to questions of how to integrate certain indigenous knowledge into certain curriculum subjects. However, there is uncertainty about how indigenous knowledge could be captured appropriately in the curriculum. This paper addresses this uncertainty through a posteriori reflection on a 2015/1017 participatory action research study with five Eastern Cape science teachers. Moreover, Ubuntu is used as a theoretical lens to imagine a decolonised curriculum. Based on the teachers' experience of integrating some of their learners' local indigenous knowledge into their classes, it is argued that prescribing indigenous ways of knowing in the curriculum in the same manner as 'Western science' conflicts with the contextual, place-based and fluid nature of these knowledge bases. Indigenous knowledge should not, as done currently, simply be adjusted to fit into existing curricular structures. Instead, the curriculum should be adjusted to correspond with the epistemological nature of indigenous knowledge. One possible way forward might be to identify relevant thematic fields and practices of indigenous ways of knowing rather than prescribing the exact content of these fields and practices in the curriculum. Thereby, Ubuntu could serve as a rationale for this identification process.

### **SENGAI, WALTER**

National University of Lesotho

#### ***Between a rock and a hard place. The experiences of pre-service teachers from one university in Lesotho while on Teaching Practice during the COVID-19 pandemic***

[OL (I)]

Teaching practice is an insurmountable undertaking for pre-service teachers despite its central position in their training. Pre-service teachers are usually nervous during the entire duration of their teaching practice. Throw COVID-19 into the fray and the activity becomes even more overwhelming. This qualitative study looks at the experiences of pre-service teachers from one university in Lesotho who did Teaching Practice during the COVID-19 pandemic. Using data from online interviews with a class of twenty-three pre-service teachers deployed to practice in secondary schools across Lesotho's ten districts, the study explores the COVID-



19-induced possibilities and challenges that they faced while on teaching practice. The study unravels a mixed bag of findings from the experiences of the pre-service teachers ranging from unpleasant encounters to quite eye-opening discoveries for them as pre-service teachers. These experiences were made more interesting due to the need for the pre-service teachers to observe COVID-19 protocols while at the same time meeting their university requirements as expected by their lecturers who pay them periodic visits to observe, supervise and assess their progress. This study concludes that despite the possibilities from their experiences, pre-service teachers face formidable challenges in undertaking teaching practice during the COVID-19 pandemic. The study, therefore, recommends a collective approach from all stakeholders when dealing with the supervision and assessment of pre-service teachers during teaching practice during pandemics such as COVID-19.

**Keywords:** pre-service teachers; teaching practice; COVID-19; challenges; possibilities.

**SEYAMA, SADI MOKHANELI**

University of Johannesburg

***The heroic masculinity of transformational leadership: A case for the continuing gender inequity challenge in the South African higher education [OL (I)]***

South African higher education leadership is still confronted with transformation challenges that undermine its ability to achieve gender equity, equality, and social justice adequately. While substantial progress has been made in increasing women's access to academia and senior positions, the 21st century's neoliberal performative culture of higher education is limiting the number of women at the helm of universities. In post-apartheid South Africa, higher education institutions have made transformational progress towards de-gendering the academe; however, there are still considerable shortcomings. Like higher education institutions in Africa and globally, women in academia in South Africa are still confronted by inequalities, marginalisation, and discrimination, manifesting in limited access to senior management positions and untenable experiences when in these positions. Thus, this chapter draws on critical leadership theory and critical feminist theory to problematise the valorisation of Transformational leadership as central to the challenge of higher education's leadership to satisfactorily achieve gender equity, equality, and social justice. It further contends that Transformational leadership taken as an effective leadership approach draws on the Great man theory and, consequently, is located within a hegemonic masculine domain, reifying traditional structural patriarchy in HE. The hegemonic masculine identity holds the male-oriented ways of thinking and doing, used as the barometers for excellence and meritocracy in HE. Thus, women remain marginalised and are not considered adequately competent to lead universities.

**SIMAYI, AYANDA**

Nelson Mandela University

***Navigating the cultural barrier: An Indigenist Professional Intervention for teaching sexual concepts in rural Eastern Cape high schools [OL (I)]***

This paper investigated the development of an Indigenist Professional Intervention (IPI) in teaching culturally taboo sexual concepts to Grade 12 Life Science teachers in rural high schools in the Eastern Cape, South Africa. Research on professional interventions where indigenous knowledge is integrated into biological sciences supports a view that interventions provide an opportunity for teachers to reflect upon emerging conversations and actively partake in developing their own teaching strategies. However, little has been said about professional interventions where cultural authority is a barrier to expressions of sexual concepts by teachers sharing the same culture with the learners. A professional intervention

was framed on the Contiguity Argumentation Theory as an indigenist framework and Bakhtin's linguistic theory of heteroglossia. The study was framed under a critical paradigm, using a qualitative Participatory Action and Learning Action Research (PALAR) research design with four flexible phases. Data was generated from phase 2 of PALAR with seven participants using drawings, mind maps, observations, and focus group interviews. Data was analysed thematically and by Atlas ti.8. The use of multiple data collection strategies contributed to the trustworthiness and credibility of the study. Results indicated that the IPI provided an opportunity for Xhosa teachers to share the language and practices of unlearned Xhosa people and use it to develop culturally accepted concepts for teaching science concepts. A claim is made that using the Contiguity Argumentation Theory and explanations of heteroglossia provides an effective professional intervention in a deeply culturally determined Xhosa community.

### **SIMMONDS, SHAN**

North West University

#### ***Global Conflicts (in Ukraine, Yemen, Sahel, Ethiopia, Palestine): Implications for the contemporaneity of Curriculum Studies Scholarship [F2F (I)]***

While human-provoked conflicts have been a constant feature of the world since time immemorial, the recent/current war in Ukraine in particular, appears to have gripped the world's attention. This is despite the existence of at least ten other major conflict zones in the world (ACLED, 2022), where human atrocities and ensuing environmental degradation/devastation have been beyond comprehension. In this panel discussion, we provoke several questions as we attempt to connect curriculum studies scholarship to contemporary world crises. We argue for a move beyond narrow, parochial fetishes such as compliance with MRTEQ and CAPS as we contemplate curriculum studies' responses that might have global relevance. We invoke the concept 'of contemporaneity' by drawing on Agamben's (2009) seminal work titled "What is the contemporary?" as we trouble 'static' notions of curriculum and curriculum research. Pinar's (2012) notion of *currere* is an important starting point as it enables us to reconceptualise the curriculum from course objectives to the complicated conversation. *Currere* as a lived curriculum, is an ethical, political, and always intellectual undertaking through complicated conversation in the name of educational experience. Our objective in this session is to consider how curriculum (as complicated conversation) might be harnessed as a disruptive-productive device for broader (international) societal issues and equity aspirations. While we recognize that the list of questions below is not exhaustive, we attempt to use these to provoke a point of departure for our deliberations in this panel:

How is this war/conflict a product of systemic inequality (about might is right?)

How should/could curriculum scholars respond to systemic inequality in the global arena?

What are the implications of the war in Ukraine for curriculum scholars, theorists, and researchers in the face of race and religious hierarchies as it relates to the life worth of the world's (different) refugees for example?

What should be our ethical response as Africa/South Africa when two power blocks collide on foreign battlegrounds?

What has Africa learnt from its history of participation in global conflicts – of being colonized, used expeditiously, and discarded?

How do we re-ignite discussions/scholarship about curriculum and ideology- to cut through and expose ideology at work?

Our hope is to begin to theorize the notion of contemporaneity (Agamben, 2009). One aspect hereof is a much-needed contemporary gaze that might enable curriculum responses to the global conflicts that are happening around us all the time. Developing a contemporary gaze we argue, could invigorate the types of competencies that teacher educators, teachers and researchers might use and apply to the global crises that continue to unfold around us.

The first paper will offer an overview of extant literature and an explication of the theory/concepts, namely, 'contemporaneity' and 'inertia' and their relevance for analysing curriculum (un)responsiveness as it relates to both practice and research/scholarship. The second paper will raise questions about the role of education in society and more particularly if these turbulent world events/crises are topics/issues to be addressed by curriculum scholars. If so, how? If not, why? These are complex and contested questions and are not amenable to easy resolution. In the third paper, the speaker plays on the need for curriculum to engage with contemporary conflicts beyond the 'holidays and heroes' mentality that merely romanticizes and popularizes these for the atrocities that they present. Essentialising contemporary conflicts could gloss over much-needed curriculum discussions that respond to the opaque and systemic injustices that are at play. It is argued then that teachers, pre-service teacher educators and researchers be transformative curriculum leaders who can evoke a contemporary gaze. The fourth paper will deal with globalisation and nationalism as current forces in curriculum planning and policy implementation. The paradoxical relationship between globalisation and nationalism and its negative impact on regional and local education policies and the collateral impacts on injustice and inequality in society will be highlighted. In the last paper, a case will be made for the importance of thinking curriculum studies alongside immanent ethics. It will be argued that an immanent approach opens opportunities for ongoing complicated conversations regarding ethics that is required in global (and local) conflict situations. After a brief 5-minute introduction by the panel chairperson, five panellists will engage with the panel objective in 12-minute presentations. Thereafter, the panel discussant will draw on key issues raised by the presenters in a 5-minute presentation. The remaining 20 minutes will be used for discussion with the audience.

**VIMBELO, SIPHOKAZI**

Cape Peninsula University of Technology

***Incorporating WIL industry based into Mathematics and Engineering Science teaching in Technical Vocational Education and Training (TVET) colleges [F2F (I)]***

Curriculum Studies modules are normally linked to the WIL – Teaching Practice in the Faculty of Education and less in industry. However, with the introduction of a new programme – Advanced Diploma in Technical Vocational Teaching (ADTVT), the WIL programme includes both Teaching Practice and Industry. WIL is acknowledged as an important work experience for students in Higher Education with the recognition that when included in the students' experience, will enhance graduate employability. Hence, WIL is introduced in the Advanced Diploma in Technical Vocational Teaching new programme at Cape Peninsula University of Technology (CPUT). Therefore, it is important to examine the relationship between WIL and TVET mathematics and engineering science teaching. This study will use a qualitative approach where students' reflective assignments will be used immediately after the WIL industry-based session. The purpose of this study is to examine how the WIL industry-based programme could be incorporated into the teaching of TVET engineering programmes. The results will be analysed and be used to enlighten the University and other Universities offering the Advanced Diploma in Technical Vocational Teaching (ADTVT) about the significance of the WIL programme and how it could be incorporated into the Curriculum Studies modules.

**SITUYI, ZANDISILE MAWETHU**

University of the Western Cape

***Investigating teacher's attitudes toward implementing inclusive education policies to enhance learning in a 21<sup>st</sup>-century classroom in Cape Flats schools***

The study aims to ascertain teachers' attitudes toward implementing Inclusive education policies in disadvantaged schools and how the attitudes, understanding and implementation of inclusive education policies affect teaching and learning. The context is primary schools in the Cape Flats, where teachers face challenges such as a lack of resources and classroom overcrowding. The study aims to identify teachers' gaps in understanding inclusion in the school and how to implement inclusive education policies better to provide quality education to all learners irrespective of background or learning ability. An essential aspect of the study is to look at how teachers create inclusive classes in the 21st century, what drives them to develop those inclusive classes, and how their classrooms accommodate all learners. The education department's role in training teachers to understand inclusion in the school and the monitoring of policy implementation by the department of education will be examined. Data will be collected from five primary school teachers and five primary school management team members regarding their understanding of inclusion in the classroom and how they implement inclusive education policies to accommodate all learners irrespective of the learning barriers. Qualitative data in the form of semi-structured interviews and photographs will be used to shed light on the challenges teachers face in implementing inclusive education policies in schools. Through the interviews with teachers, an understanding of teachers' attitudes towards implementing inclusive education policies and how teachers understand inclusion in the classroom will be revealed.

**SKHEPHE, MELIKHAYA**

North-West University

***Accounting learners' readiness for e-learning during the Covid-19 pandemic: a case of Eastern Cape, South Africa [F2F (I)]***

In the 21<sup>st</sup> century e-learning readiness is crucial because it establishes the core knowledge required for education and growth in any country. Worldwide during the COVID-19 pandemic, all learners were expected to continue with their studies with the use of e-learning tools despite their different backgrounds and readiness. In this paper, the author reports on the readiness of accounting learners for e-learning in schools in a specific district in the eastern cape of South Africa. The study makes use of qualitative research methods, and the instrumental case study as a research design was used to explore the reality of e-learning readiness of accounting learners, and semi-structured interviews and thematic content analysis were employed to generate data. The results show that accounting learners were not prepared to study through e-learning during the Covid-19 pandemic and this has negatively affected their preparation for the next grade. The results further reveal that, data and tablets given to learners was used for non-educational reasons and teachers were not monitoring how learners are coping with the new approach to learning. In this paper the author concludes that, for accounting learners to be ready, e-learning and educational administrators must oversee its implementation. The author recommends that since we are in the 21<sup>st</sup> century, online discussion forums like pad-let, interactive videos, infographics, canva forums and tele-vivo need to be created to make learners ready for the e-learning classroom.

**Keywords:** Covid-19 pandemic, e-learning readiness, accounting learners, technology acceptance model, online classroom

**SKHEPHE, MELIKHAYA**

North West University

***What technology will we be using in accounting classrooms in 2030 and why [OL (I)]***

Technology use in education will be more pervasive by the year 2030 as part of the inevitable global change of the 21<sup>st</sup> century. As the world will look very different to the way it looks now

this raises a question of what technology will we be using in the accounting classroom in 2030 and why. Technology directions should not be a total surprise, as the roots of what will develop in the future are in existence already and it is not a waste of time to investigate technology apps and devices that will be in use. For institutions transitions to develop a working digital learning model, they must adopt a bimodal structure that allows them to run their traditional teaching alongside new and innovative e-technology models since there are so many technology trends that are affecting the way of teaching accounting is being delivered. In this paper, the author reports about technology devices and apps that will be applicable to the teaching of accounting in the year 2030 and beyond. The study makes use of a desk methodology called online. The results show that for the teaching accounting to meet the demands of 2030 the following technology apps should be in use: Online discussion forums like pad-let, interactive videos, infographics, canvas forums and tele-vivo apps need to be used so that the subject can keep up with the changes of the world. The author recommends that information technology companies need to be encouraged to use a portion of their profit in conducting IT classes for teachers and members of the community. Furthermore, the author recommends that a technology company who supports education needs should be offered tax reductions as an incentive.

Keywords: Technology use, Technology apps, accounting classroom, 2030 and why.

### **SOTSAKA, SIBUSISO DT**

Durban University of Technology

#### ***Online learning experiences of Engineering graphics and Design pre-service teachers at a university of technology [F2F (I)]***

The outbreak of COVID-19 resulted in a shift from face-to-face contact teaching and learning to the remote online teaching and learning. Consequently, every pedagogy specialist and students had to adapt to online teaching and learning. The shift to online teaching and learning was not effortless for pre-service teachers specialising in Engineering Graphics and Design (EGD) which requires practical application and graphic communication. A fundamental skill needed to communicate graphically in drawing is the correct interpretation of multiple lines and lot of mental manipulation of lines and drawn objects or sketches. This qualitative case study research reports on second year EGD pre-service teachers' mental health experiences of online learning of practical subject. Vygotsky's Activity theory framed this research theoretically. Fifteen second year EGD pre-service teachers, at a university of technology, were purposely selected to participate in this study. Data collated from questionnaires and individual semi-structured interviews were subjected to content analysis. The findings illuminate the factors that enable and constrain second year EGD pre-service teachers' experiences in their mental health due to online learning of practical subjects. The adaptation to online teaching and learning affected lectures and students in many ways.

**Keywords:** Engineering Graphics and Design, online learning, Zone of Proximal Development, mental health experiences

### **SPAMER, TANJA**

Post-doctoral Student, University of the Western Cape

#### ***Aligning Key Policies in Basic Education to enhance Care and Support for Teaching and Learning in South African schools [F2F (I)]***

Access to quality education is key to enhancing the quality of life of children and youth in the South African Development Region. Care and Support for Teaching and Learning (CSTL) is a SADC regional initiative introduced in 2008. The initiative is aimed at supporting the education sector to develop human capital for sustainable development. A CSTL Conceptual Framework has been developed for the South African context. The framework articulates the

intension of the Department of Basic Education to mainstream CSTL to facilitate access to education for all. The CSTL Framework is not intended to replace any of the existing initiatives, but rather to integrate care and support into a harmonious process. The problem observed is that the implementation of the framework is restrained by a limited understanding of the alignment between the policies aimed at enhancing quality education for all. To address the problem, we conducted a critical interpretive analysis of relevant policies in the South African Basic Education System. The analysis was conducted to establish how these policies align with and can strengthen the development of care and support initiatives in all ten priority areas identified in the CSTL Framework. The analysis revealed that the policies are complementary across various levels of implementation. In this presentation we will give an overview of the finding from the critical document analysis and discuss the implication of the findings for equipping pre- and in-service teachers to take ownership for the transformation of South African schools into centres of care and support for teaching and learning.

### **SWANEPOEL, ELRIEN**

Aros

#### ***A whole-brain hybrid learning approach to professional lecturer-identity development in a private higher education context [F2F (I)]***

This action research study aims to monitor the development of my professional identity as a lecturer and novice academic. The study focuses on implementing the principles of Whole Brain Hybrid modes of learning into practice at a Private Higher Education Institution. I conducted Action Research to facilitate and assess learning in the Life Skills module I offered in a hybrid learning mode during the COVID-19 pandemic with thirty pre-service teachers. Constructivism provides the theoretical framing for the Whole Brain Hybrid Learning opportunities I offered. A four-cycle Action Research process was followed. At the commencement of my study, I completed the Herrmann Whole Brain Dominance Instrument (HBDI). This Instrument identifies one's preference for different modes of thinking. I used this Instrument's outcome, to enrich my teaching practice. In addition, my preferred modes of thinking informed the way I reflect on myself and my practice. Qualitative data were collected through student feedback questionnaires, observations of practice, keeping a reflective journal and collecting photographic evidence. The meaning I constructed during the implementation of Whole Brain Hybrid Learning in my Private Higher Education practice is an outcome of the study. The rationale for using an Action Research design to monitor the development of my professional lecturer identity is double-layered. It offered me the opportunity to reflect on self and practice in a scholarly fashion, using the principles of Whole Brain thinking; and it served as an exemplar of Whole Brain reflexive practice that can be shared with the wider scholarly community.

### **TANGARA, DRISSA**

CERT/ CAWE, Faculty of Education, University of Johannesburg

#### ***Smartphone use and English Language Acquisition as second-language in Mali Higher Education [OL (I)]***

Mobile technologies have revolutionized the education sector across the globe. ICT education policies have ensured the implementation of mobile devices such as smartphones quickly into the daily life of students and teachers. While some scholars point to the positive role played by ICTs in stimulating learning and teaching practice; others have concerns over the suggestion that ICTs are a panacea, and question their role in increasing inequality and disrupting classroom learning. The current paper addresses the massive appropriation of smartphones by undergraduate students in the department of English Language at the Faculty of Letters and Language Sciences of Bamako. It focuses on the various uses and impacts of

smartphones on students learning processes in and out of the classroom. This paper is part of a larger mixed methods study on ICTs at FLSL Bamako, it is a smaller qualitative study that includes 15 interviews with students and two faculty staff members (the Dean and the HoD) in the Language Faculty, to understand in more depth their perceptions of smartphone use (socially and academically) and how it impacts their English language learning. The results showed that smartphones are used widely and extensively by students in and out of the classroom. The smartphone applications and learning tools help students fill many of the learning gaps such as the lack of books and printed materials, and assist them in developing some additional productive and comprehension skills such as listening and speaking.

**TARISAYI, KUDZAYI SAVIOUS**

Stellenbosch University

***“Breathe life into”: The case of TikTok, memes and YouTube in the geography classroom***

The purpose of this study was to interrogate the place of TikTok, memes, and YouTube in the geography classroom. The literature reviewed constructed today's learner who was born into a digital age. This qualitative study was guided by the theory of multimedia learning and the continuum of meaning. The study fell under the interpretivist paradigm. Data was generated using artefact-based interviews. The study established that YouTube, TikTok, and memes enhance the teaching of geography in the 21st-century classroom. It was also noted that YouTube, memes, and TikTok appeal to multiple senses and hence promote effective learning. The study also identified both benefits and pitfalls in the integration of TikTok, memes, and YouTube in the teaching of Geography. Drawing from the findings this paper recommends that ICT integration in the geography classroom be informed by the learners' prior knowledge of the tools.

**TEBEKANA, JONGIWE**

Walter Sisulu University

***The effects of COVID-19 on Early Childhood Development***

Early Childhood Development (ECD) schools across Eastern Cape (EC) closed in March 2020 due to the COVID-19 pandemic. Physical distancing among people was continued in the 2020/2021 school year calendar. The Department of Basic Education moved teaching and learning to be linked online. Research is immediately needed to unearth the effects of COVID-19 on teaching and learning, in the Foundation Phase (FP). The paper responds by investigating the encounters confronted by practitioners with online teaching and learning in early primary settings. Assuming that learning in centres is basically play- and inquiry- based, there is a need to explore the effects of Covid-19 on teachers, parents, and young children. The aim of this paper is to explore the encounters confronted by teachers with online teaching and learning and to employ discoveries to offer endorsements for online learning as well as strategies for supporting in-person learning in the COVID-19 era. Data collection included 40 minutes of semi-structured interviews with two teachers, two practitioners and two parents (n=6). All participants were from EC. Data were collected in July 2021. The sample size was chosen to ensure whole exposure of perceptions. Data were analysed using a thematic approach. Three themes emerged: social and emotional effects on learners, academic impacts, and effects on parents.

**TSAKENI, MARIA**

University of the Free State

### ***Virtual reality: a game changer in improving access to inquiry-based practical work in science classrooms***

Science practical work requires schools to allocate significant funds for the procurement of materials and equipment. The resource-intensive nature of science practical work is one of the hindrances for learners to accessing innovative instructional strategies such as inquiry-based practical work (IBPW). The remote emergency learning implemented during the COVID-19 pandemic compelled teachers to use educational technologies such as virtual reality (VR) since this was one of the best options to engage learners in practical work. Using connectivism as a theoretical framework and a transformative paradigm I argue that the use of virtual reality tools to facilitate IBPW is an avenue to provide increased access to the innovative instructional strategy to learners in disadvantaged schools. Qualitative research based on the preferred reporting items for systematic reviews and meta-analyses (PRISMA) design was used to sample 55 articles from the Google Scholar database (2018- 2022). The following search words were used to select the articles from Google Scholar; IBPW AND VR + PRACTICAL WORK AND REMOTE LEARNING + PRACTICAL WORK FACILITATION DURING THE COVID-19 PANDEMIC + VR AND INQUIRY IN SCIENCE CLASSROOMS + CHALLENGES AND ADVANTAGES OF USING VR FOR PRACTICAL WORK + VR RESOURCES FOR SCIENCE PRACTICAL WORK. The published articles were subjected to content analysis and the findings provide insights into increased accessibility to IBPW and the development of soft skills that include computational thinking and problem-solving.

**UBISI, LINDOKUHLE**

University of South Africa

### ***The Sexuality of Bodies Living with Disabilities in South Africa's Comprehensive Sexuality Education Scripted Lesson Plans [F2F (I)]***

Despite public outcry, South Africa has decided to roll out comprehensive sexuality education in schools. Currently, however, there are no scripted lesson plans for teachers of learners with visual impairment. Local literature suggests that the current sexuality education curriculum fails to engage with sexuality diversity and is imbued with notions of compulsory heterosexuality and able-bodiedness, perpetuating homophobia, transphobia and ableism in schools and broader communities. The paper sought guidance from disability professionals on how to best address lesbian, gay, bisexual, transgender and other sexualities' (LGBT+) issues as part of comprehensive sexuality education for learners with visual impairment. Bourdieu's work on doxa, orthodoxy and heterodoxy underpinned the study. Three professionals working with learners with visual impairment were interviewed in a focus group, and one school principal working in a school for learners with visual impairment was interviewed individually. Data were thematically analysed. Pre- and in-service teachers are encouraged not to see comprehensive sexuality education offered to learners with visual impairment as different from that provided to their sighted peers. Professionals urged teachers to accept LGBT+ learners with visual impairment in their dress, expression, and embodiment. However, teachers need to be aware of learners' cultural and religious differences. Current lesson plans need to be revisited to safeguard against compulsory heterosexuality and able-bodiedness.

**VAN DER MERWE, KRISTIN**

Stellenbosch University

### ***Developing a Learning Designer in Support of Professional Development, Curriculum Design, and Institutional Management***

Learning Design is identified as a core aspect of a tertiary educator's role, but in many contexts, little guidance is given to educators on this topic. Learning Design at tertiary level is



a challenging and complex task with many aspects to take into consideration (Bennett, Lockyer, Agostinho 2018; Bower & Vlachopoulos, 2018:975; Bates 2019). Changes in the higher education landscape also bring about questions about ideal module design. With changing times that require institutions to introduce other models like blended and online learning, more pedagogical oversight, and guidance might be necessary to advise lecturers on best practices in terms of module design (Kebritchi, Lipschuetz, & Santiago, 2017). To support learning design thinking and to allow the pedagogic structure of learning design to become explicit, Laurillard et al. (2011) suggest the use of a Learning Designer. A Learning Designer is a tool which can provide analytical support for lecturers to evaluate their own practices (Bower, Laurillard & Mastermann, 2011). This case study canvassed the experiences and opinions of Faculty members on the use of a customized Learning Designer tool. The tool was designed to capture and depict various features of a module's design. This study made use of design-based research. Inputs from the participants of the study revealed the necessary amendments needed for the tool, along with its perceived value and benefits.

**VAN WYK, MICHEAL**

University of South Africa

***Crisis times need crisis leaders: a case of teacher education managers [F2F (I)]***

The COVID-19 pandemic suddenly and completely changed the way in which all learning institutions of higher education operated, locally and globally. The pandemic considerably impacted the institutional operations (in particular) of an open distance e-learning university in South Africa. Several challenges emerged relating to institutional operations and management of staff that were unexpectedly instructed to work remotely and fully online because of COVID-19 government-imposed national lockdown restrictions. These crisis times significantly challenged teacher education managers (TEMs) at an ODeL college to find innovative ways of successfully managing their staff in working remotely. This exploratory, interpretivist phenomenological study was employed to explore teacher education managers' (TEMs) point of view of the crisis and consciousness as lived experiences managing staff working remotely during the pandemic. This research is underpinned by the theory of crisis leadership and ubuntu-management style. Results revealed that the pandemic influenced and altered the management styles of TEMs and their response in managing staff during unprecedented times of a global crisis. TEMs supported staff working from home (WFH) by employing several web-based videoconferencing sessions through online Microsoft Teams webinars, seminars, and workshops, and offering advice on stress management techniques. Further research needs to be undertaken to determine, through a mixed-methods design, how TEMs employed stress management techniques for staff working remotely, which may yield different results.

**VANYORO, KUDZAIISHE**

Centre for Diversity Studies, University of the Witwatersrand

***Living conscientiously with difference: The implications for research methodologies we employ in social science research practice***

This paper argues that relationships established during research can be relationships of domination depending on the actions and decisions researchers take before and during their research. It also seeks to flesh out the importance of being conscious of difference while conducting research and analysing the data. This is based on the realisation that social research is always political and it has the potential to reproduce existing social, economic, and political power arrangements. These power arrangements are influenced by multiple identity markers such as race, gender, and disability, and these identity markers form a major focus of this article. Using the intersections of race (coloniality), gender and disability the article shows how 10 critical diversity literacy (CDL) criteria by Melissa Steyn (2015) can be used by researchers to acknowledge difference in the field conscientiously and while analysing data.

This difference can be either between the researcher and their participants or between participants themselves. In essence, the article positions CDL as a way through which to manage the researcher's and participants' differences during the research process. By acknowledging that the curriculum, research methods and pedagogy are contested cultural terrain, the paper explicates how CDL has been used to challenge some limitations of traditional research methods in coming up with praxis-oriented research through lessons learnt from CDL.

**VISSER, ANJA**

North-West University

***Child sex trafficking: a human rights education problem***

Child sex trafficking is a gross human rights violation and a global social justice concern. It is a grim reality in South Africa. Furthermore, the South African government does not fully comply with the minimum standards of the Trafficking Victims Protection Act of 2000. Urgently addressing trafficking is on the international agenda to transform our world, where Sustainable Development Goal 8.7 highlights the importance of eradicating trafficking globally by the year 2030. Education plays a crucial role in addressing Goal 8.7. Not much research focusing on the experiences of South African child sex trafficking survivors has been published since the trafficking act was promulgated in 2015. A qualitative research design embedded in critical theory was followed with life design narrative inquiry as the research methodology. Purposive network sampling was conducted to identify possible participants, and narrative interviews were employed as a data generation method. The narratives were analysed through narrative analysis. This paper provides the experiences of two South African child sex trafficking survivors. The findings suggest that child sex trafficking is a complex phenomenon with various ways in which children can become victims of trafficking and that often children become victims of trafficking through close relationships.

**VOOGHT, URSULA**

Durban University of Technology

***Surprises in teaching film adaptation online [F2F (I)]***

The adaptation of texts for film is a fundamentally interdisciplinary activity and one that is itself mediated by technology. This paper discusses the outcomes of moving a proposed workshop to online during the COVID pandemic. A group of Honours film students was given the task to adapt a South African literary classic, Can Themba's short story "The Suit", into a contemporary context. The approach was based on the scholarship of teaching film adaptation, as put forward by Dennis Cutchins, Diane Lake, James M. Welsh and Richard Berger. The task of adapting encourages active learning, constructivist learning and student-centred learning that builds cognitive and conative (decision-making) skills, and can be applied to other disciplines than filmmaking. Students must reconceptualise an existing work, thus building an understanding of the material and of their own ability to interpret and integrate texts. This work foregrounded a South African canon in a space that is dominated by adaptations of Anglo-American works. Whilst canonicity is itself a highly charged concept, it is key to an understanding of how adaptation functions, commercially and critically. It also served to build students' awareness of their own context and history – the change to a contemporary context subverts a like-for-like translation of the text into visual imagery. Two groups of students participated online, and the third was face-to-face. The online groups performed far better than the face-to-face group. Possible reasons for this and ways of improving outcomes will be discussed.

## **WALKER, MELANIE**

University of the Free State

### ***Sustainable Higher Education [F2F (P)]***

UN Sustainable Development Goal (SDG) four aims at quality education which can contribute to transformative development. However, the South African context is one of long and persistent inequalities, including in and through higher education and the reproduction of exclusion and disadvantage. Repairing and remaking futures remains an urgent and complex sustainability challenge. However, we also understand higher education as having the capacity to interrupt inter-generational transmissions of privilege and to export social justice ideas back into society. The panel, therefore, explores what it would mean for higher education to be sustainable in the face of inequalities and injustices which continue to scar our society, and that affect universities as social institutions. How can we begin to imagine a higher education which looks different and which supports an evaluative space for fostering the multi-dimensional freedoms, human dignity and belonging, and agency that diverse students value contextually during and beyond their higher education lives? In taking up these questions, the three papers from three funded projects draw conceptually on the capability approach as a partial approach to justice, which allows for plurality and incompleteness and a non-universalizing approach.

In the first paper, Melanie Walker discusses 'A capabilitarian matrix for decolonial undergraduate education' as a move in the direction of sustainable higher education. She focuses on the capabilities that black, rural, low-income university students in South Africa have reason to value in their undergraduate university education, based on their experiences, aspirations and contexts as told to the researchers in a four- and half-year longitudinal study. The presentation elaborates on the theory-voice-data matrix that emerged, with four interconnected dimensions for the conceptualization of rich and multi-dimensional relational learning outcomes and agency expansion. The Matrix allows for attention to inequalities of race, gender, social, class, and language, requires attention to institutional ethos and practices and has implications for policy. It synthesizes a normative approach (capabilities and functioning) and empirical data (longitudinal life histories, surveys, workshops, photovoice), and comprises: 1) a set of eight capability domains incorporating values and agency; 2) a corresponding set of key functionings; 3) material resources; and 4) contextual and intersectional conversion processes and conditions. The epistemic contribution domain is architectonic (capabilities such as opportunities for equality in gaining degree knowledge; having a transformational relationship with undergraduate knowledge). The other seven domains are: practical reason, narrative, navigation, Ubuntu, inclusion and participation, future work and study, and emotional balance. These domains, working together and realized through functionings (achievements), make for a decolonial and transformative (i.e., sustainable) undergraduate education attentive to history, structures, power, economic exclusions, and the higher education relational space. Intersecting conversion factors show what processes are enabling or obstacles to opportunities and functionings. Material hardships (a feature of coloniality) that low-income students face in getting into university, participating and getting out are also integrated and evaluated. The matrix is dynamic; hence a recent architectonic capability to transform is considered, as well as which institutional capabilities emerge for sustainable higher education.

In the second paper, Mikateko Mathebula (UFS) investigates 'Transforming rural communities through university education and locally valued ways of being and doing'. She discusses emerging rural youth narratives on the value of having gone to university, particularly in relation to whether university education has broadened graduate capability sets to enable their functioning as agents of transformation in their communities. Transformation is conceptualised in 'capabilities' terms as opposed to modernisation approaches to development that encourage rural-to-urban migration and misrepresent rural identities in sub-Saharan Africa. Instead, the concern is about ways to improve rural conditions by increasing the set of valued

opportunities that are effectively available for individuals to make living in rural areas more sustainable. Data were collected in 2021 and 2022 through life history interviews, focus group discussions and storytelling workshops with 35 youth from rural villages and towns in Limpopo and the Eastern Cape. All are under the age of 30, and within five years of graduating from various universities in South Africa. The paper describes how the youth are mobilising their university knowledge, skills, and networks to identify, find, or create sustainable livelihood opportunities in rural spaces. At the same time, the paper considers how capabilities enabled through university education interact with indigenous cultural values and livelihood traditions to shape rural youth aspirations and livelihood strategies. As such, the paper reflects on the possibilities and limitations of university education and locally valued ways of being and doing, to work together towards transforming rural communities and building sustainable higher education and sustainable futures.

In the third paper, 'Preparing universities for sustainable futures: reflections on student activists' digital stories', Bertha Kibona (UFS), discusses a year-long (2021-2022) participatory research project with 13 student activists at one South African university. The purpose of the project is to explore how to co-create and promote a locally centred conceptualisation of universities as sustainable communities, drawing primarily from (but not restricted to) student activists' ontologies and ways of learning that they have reason to value. In this paper, we reflect on the themes we identified from viewing the digital stories that each of the 13 student activists created, and from the discussions that followed the viewings. Viewed individually, the digital stories capture students' varied articulations of universities as transformative and decolonial institutions, but also their struggles to bring this aspiration to life. Viewed collectively, their digital stories mirror students' critical reflections on their identity as black/African activists, on the political ideas from pan-Africanist thought, on the moral philosophy of Ubuntu and the concept of Ukuphilisana (co-existence; making life liveable for each other) – all of which inform students' advocacy and activism within the university space in unique ways and inspires their aspirations towards a different institutional future. Our reflections thus foreground the worldviews and the knowledges embedded within the digital stories, which, in different ways identify what institutional capabilities should be promoted to prepare South African universities for sustainable futures.

**Discussants:** Sam Fongwa, HSRC & Mukovhe Masutha, University of Johannesburg.

**Keywords:** higher education, capabilities, rural, sustainable, participatory, institutions

## **WALTERS, FREDA**

Save the Children South Africa

### ***Skills and competencies for a changing world: Inflections and reflections towards a strengthened curriculum in South Africa***

21<sup>st</sup>-century skills represent a breadth of skills considered necessary for a new social order that is underpinned by widespread information and communication technologies and has become recognised as the fourth industrial revolution. The 'breadth of skills' movement emerged from Sustainable Development Goal (SDG) 4 of the United Nations' 2030 Agenda for Sustainable Development as a mechanism to ensure inclusive and quality education for all and promote lifelong learning (Care, Anderson & Kim, 2016, 4). SDG 4.7 speaks to global citizenship and education for sustainable development and has particularly been linked with promoting 21<sup>st</sup>-century skills. As such, enhancing 21<sup>st</sup>-century skills are an internationally driven, global imperative. According to Care et al. (2016) skills focused on literacy and numeracy, employment and entrepreneurship, and sustainable development together comprise to the breadth of skills required in the 21st century. There is a contention that the skills and competencies required for a changing world require reflection and inflexion. Together, the three papers of which the panel is comprised, open debate and conversation about key potential policy shifts within the curriculum landscape in the South African education system.

### ***Competency-embedded teaching practices: views from consultative workshops EdHub, NECT***

In our fast-changing world, there is increasing acknowledgement that formal education systems are not adequately preparing learners for life after school and that schools need to foster a breadth of competencies that will enable learners to better navigate an uncertain future. Edhub, an innovation unit of the National Education Collaboration Trust, designs and trials approaches to teaching and learning for the demands of a fast-changing world in disadvantaged schools. The aim of Edhub is to test these competency-embedded teaching practices within the context of public schools to gather substantial evidence on which practices are best suited to the schooling system. A key recommendation emerging at the national education Lekgotla in January 2022 was to explicitly state the knowledge, skills and competencies needed by learners to better equip them to transition from school to work. It was proposed that these skills and competencies be deliberately and systematically infused into the trimmed Curriculum and Assessment Policy Statement and that this would in turn fall within a broader curriculum-strengthening process. To undergo the process of infusing skills and competencies into CAPS, and ultimately into teaching and learning practices in classrooms, it is necessary to establish an underlying organizing framework that reflects local perspectives and priorities; this will ensure that cross-sector efforts spanning research, programming, evaluation, and policy share clearly defined and agreed on priority and terminology. Led by the DBE we conducted several consultative competency framework design workshops to explore what a South African Competency Framework might look like. This discussion highlights the key findings.

**WILLIAMS, G.**

University of the Western Cape

### ***The impact of Video Stimulated Recall on the professional development of in-service mathematics teachers***

This study analysed mathematics teachers' reflections through Video Stimulated Recall (VSR) by investigating whether four teachers change their teaching behaviour after witnessing their live lesson presentations via video recordings. The goal was to contribute to the professional development of mathematics teachers through VSR. A series of lessons have been recorded, observed, and analysed by the participants and researcher. The research questions that guided this study are, firstly: How does Video Stimulated Recall enhance mathematics teachers' self-reflection? Secondly: How does the use of Video Stimulated Recall as a tool that enhances self-reflection, contribute to the improvement of teaching and learning of mathematics in the classroom? The study followed a qualitative research paradigm. Data collection consisted of observation and video recordings of teachers inside the classroom during lesson presentations by the teachers. Data collection also consisted of unstructured interviews whereby responses were recorded while body language and facial expressions were observed. Four participant teachers from two different primary schools took part in this study. The study was done in a Cape Flats area in the Western Cape. The theoretical framework used to conduct this study was the Conscious-Competence Model by Schratz (2006). This study discovered how participant teachers used Video Stimulated Recall to self-reflect upon their classroom practices. This study also uncovered how, after self-reflecting participants alter their classroom practices to enhance the teaching and learning of mathematics

**WISKER, GINA**

University of Bath, University of Johannesburg (Assoc SAARCHI chair)

### ***Decolonising the literary doctorate [F2F (I)]***

The doctorate is powerful, arguably the highest educational achievement. Undertaking and completing a doctorate in literary studies enables students to develop research and writing practices, and construct and express original contributions to knowledge. However, the literary doctorate is a constrained, contested space where established custom could ensure exclusivity of engagement by a few on selected works in recognised forms. Decolonising the literary doctorate is fuelled by the liberating politicising of texts underpinning postcolonial writing and critical practice (Achebe, 1958; Collins, 1985). It develops by asking questions about who writes, whose perspectives, which forms, which language and how doctoral researchers can explore and construct texts, modes of expressing different perspectives and worlds through words and other forms (Letsekha, 2013; Maldonado-Torres, 2011). It changes our research practice, research subjects, objects and expression (Boughy & McKenna). Some examples considered here come from Maori, Aboriginal and South African doctoral students, asking how they have changed what they do, what they look at and how they express their work (Chaka 2017; Carter et al., 2016). The most radical examples tend to have creative practice, community, and personal narratives at their core. This paper explores research and experience in decolonising literary studies, doctoral learning, supervision, examination, questioning whose knowledge is shared and developed, who should no longer be absent, silenced, revealing challenges and opportunities enabling voices from diverse knowledge cultures (Fanon, 1961; Jansen, 2017). Decolonising the literary doctorate means its curriculum, shape, research approaches, forms of expression, the objects, subjects, and voice will also change and so will our supervisory practices.

### **WORTHINGTON-SMITH, MARGIE**

Ecuded/DBE

### ***The SPACE to be free to learn [F2F (A)]***

The space of the classroom is no longer the only place to go to, to obtain knowledge. Information, data and even knowledge is ubiquitous. So, what is the role of the classroom space in this new VUCA world? What value does it add to the learners who spend 13 years of their young lives there? The Science of Learning tells us that the realisation of our potential is not fixed at birth and that a significant part of brain development happens after we are born in direct response to the experiences, relationships, and environments we encounter from the prenatal period all the way into adulthood. This fundamental principle of malleability or plasticity—the amazing ability of our neural connections to strengthen and grow as we interact with the world around us—underscores the chance for all children to reach their full potential. And yet they are not reaching this potential and worse, many learners in South Africa are even more marginalised following Covid. This presentation proposes that it is all about Relationships. The space of the classroom and the presence of positive, trusting relationships; attachment and emotional connections; physical and emotional safety, and a sense of belonging and purpose are the conditions for learning to truly happen. We will show how learning happens in a S.P.E.C.I.A.L. environment that includes all the elements for learning to take place. We will show that it is not about expensive resources but rather about human relationships, emotional ties, attachment patterns, developmentally positive relationships that create attunement, emotional security, knowledge, scaffolding and so much more. And it does not take resources – it takes empathy, love and seeing people as individuals with potential. This is all free. And it does not matter what the space looks like to have these things – relationships are not dependent on space or money.

### **Presentation Mechanism**

We will use the tool of the creative activity of a visual narrative span as a platform to create a space for the delegates to experience a lived experience that goes beyond the theory to the doing and the living. We will use the insights from the participants to co-create an understanding of the need for Relationship and a Conducive environment that creates safe,

trusting spaces for learners to activate their curiosity radars and know that they are safe to be independent, autonomous thinkers and learners - with autopilot off as they take control of their own journeys. We will discover the potential that education must serve the needs of the wider society taking into consideration whose interests are being served in the current and future directions for education. We will demonstrate to the delegates themselves how positive learning experiences are activated through the human relationships they will develop in this session i.e., the integrated network that connects people over time and space and that consists of enduring emotional ties, mental representations, and behaviours in the creation of a caring eco-system that operates in the interests of all our children.

### **YALLEW, ADDISALEM TEBIKEW**

University of the Western Cape

#### ***Language, research publishing and technology: An assessment of opportunities and challenges***

The COVID-19 pandemic has led to an increased reflection and scholarly engagement into the opportunities and challenges embedded in using information and communication technologies (ICTs) for teaching and learning in various contexts worldwide, including in South Africa. However, the potential and possibilities of using technology to create accessible and equitable research, publishing and dissemination remain underexplored in both pandemic-time and pre-pandemic intellectual conversations. One of the contentious issues regarding this dimension to which technological interventions could contribute is related to the language(s) of research and publishing. Given the overwhelming dominance of English as the language of research publishing, exploring this topic is deemed relevant. By primarily focusing on implications for African contexts, this paper explores a range of related issues and questions whether any pandemic-induced ICT-related developments used for teaching and learning could be appropriated for research-related concerns. The paper will investigate the status of ICT usage for the availability of multilingual research worldwide and the opportunities and challenges of using technology for multilingual research publishing. Important recommendations will consider contemporary developments in artificial intelligence, machine translation or technology-assisted research translation. The methodology used for the paper is a textual analysis and an appraisal of secondary peer-reviewed and non-peer-reviewed content related to the topic.

### **ZENDA, REKAI**

University of the Witwatersrand

#### ***Exploring the penetration of ICT in rural primary schools and how it influences teachers, learners, and the teaching-learning process. A case of South Africa***

The school environment possesses a strong influence in the teaching-learning process because effective learning takes place in an environment that is properly organised. A digital pedagogy for the primary classroom is a complex and rich set of skills. There is the development and refining of pre-existing skills, which provides opportunities to apply knowledge in new ways and exposure to reach technology experience. Teaching and learning with ICT change the ways to reach different types of learners assess learners' understanding through multiple means and encourages a learner-centred approach which is associated with more learner involvement and active learning. The purpose of the study was to explore the penetration of technology in rural primary schools and how it influences the teachers, learners, and the teaching-learning process. This study used a qualitative approach and the social constructivism theory acted as a lens. Data were collected using semi-structured interviews. The findings revealed that teachers' lack of ICT skills, the lack of ICT infrastructure and the lack of internet access made it difficult for them to help learners using ICT. The lack of laptops and equipment inhibited effective teaching-learning process. Thus, making ICTs an integral

component of the rural primary school education system is a serious issue for policy-making and planning. Training could enable teachers to acquire technology skills to improve the teaching-learning process. Furthermore, the government should make WIFI available and laptops and mobile data can be given to teachers and learners to motivate them to use ICT during the teaching-learning process.

**ZONDI, THABILE; HLALELE, DIPANE**

University of KwaZulu-Natal

***Making lemonade: Opportunities for teaching GIS Information Communication Technology using a learner-centred approach in a rural learning ecology***

For decades, Geography as a discipline has adapted Information communication technology applications such as Geographic Information Systems (GIS) to address its needs. GIS is a system of a computer used to capture, store, check and data located on the earth's surface. Since 2006 GIS has formed part of the South African secondary school Geography curriculum. However, there has been controversy ever since the Department of Basic Education introduced GIS in secondary schools. Scholars have identified both opportunities and challenges in introducing this ICT. The challenge this paper responds to is related to pedagogy, as research reveals that many teachers were not provided with adequate training to teach GIS. As a result, they resort to teaching GIS concepts rather than engaging learners during lessons. Therefore, this paper probes how GIS can be taught in a way that adopts a learner-centred approach in a rural learning ecology. The methodology we used in this study was participatory action research and it focused on sequential planning, acting, observing, and reflecting. We conducted this qualitative study with a heterogeneous team of seventeen participants and used the Critical Emancipatory Research theory to make sense of the findings. The main finding of this study is that Inquiry-based learning is a suitable approach for teaching GIS in a resource-constrained environment as it allows learners to be engaged during the lessons. Furthermore, IBL enables learners to pose and answer geographic questions.