

In-tuition

Vol 5 - No 1 - June 2013 - Newsletter of the Faculty of Education

Education field at UP ranked in top 150 worldwide

The Education subject field at the University of Pretoria was recently ranked in the top 150 in the world by the *QS World University Rankings*® system. This is an improvement on the top 200 ranking for UP Education during the previous cycle of rankings.

Founded in 1990, QS Quacquarelli Symonds is a global provider of higher education and careers information, independent research and solutions. The *QS World University Rankings*® have been in existence since 2004. Since 2011 the study started to focus on specific scientific subject fields at different universities.

The *QS World University Rankings*® is regarded by many as the most trusted university ranking system in the world. It ranks universities by using criteria such as academic reputation, employer reputation, staff-student ratios, citations and international staff and students. When it ranks specific subject fields, such as Education, it focuses most strongly on academic reputation, employer reputation and citations per paper by researchers in the field.

The rankings are partially based on hard data and partially based on two large global surveys - of academics and employers. The hard data includes for instance more than 68 million citations. It also aims to be inclusive of geographical and cultural diversity and research in languages other than English. These widely distributed global surveys help to identify areas of excellence that may often be undetected by other metrics. The survey results are collected independently. The respondent numbers are



During the 2013 Autumn Graduation Ceremony, the Faculty of Education conferred hundreds of qualifications upon students. Seen here is Prof Irma Eloff, Dean of the Faculty of Education and Prof Stephanie Burton, Vice Principal, with a graduate.

high and serve to protect the surveys against data manipulation.

'We are pleased with the ranking of Education as a subject field in the *QS World University Rankings*', says prof Irma Eloff, the dean of the Faculty of Education at UP. 'While the current staff and students are of course very proud of this achievement, we should remember that reputation is also built over many decades. Kudos therefore goes to all our students and predecessors who have dedicated their careers to excellence in education and education research'.

More can be read at: <http://www.iu.qs.com/>



P4 Faculty Celebrates 75 years of existence



P14 Faculty Books Launched



P10 - P12 Hundreds of students graduate



P24 Students enjoy their studies



WORD FROM THE DEAN

It's been a time for celebration in the Faculty of Education at the University of Pretoria. Not only did we improve our top 200 ranking of last year to a top 150 spot on the highly regarded QS World University rankings, we also celebrated 75 years since our inception. Alumni from all over the world travelled to Pretoria to share the joy of this milestone and a reflective book publication captured moments of significance over more than seven decades.

There have also been several other achievements. The number of NRF-rated researchers in the Faculty has increased to the point where 20% of the academic staff is now rated. Prof Liesel Ebersöhn was a finalist in the Distinguished Women in Science Awards of 2012 and in December the team of researchers at the Centre for Evaluation and Assessment launched the results from the international PIRLS-study. The high-impact study focuses on literacy levels of South African children and approximately 19 000 children participated in the study.

In embracing the UP2025 vision, several scholarly book publications in Education also recently saw the light. Our academic colleagues have continued to receive international invitations to present their groundbreaking research in education and several international partnerships are currently being strengthened accordingly.

Education as a field remains highly complex and challenging. As researchers, we need to constantly caution against the oversimplification that is often to be found in public discourses around education. We also need to guard the education field against tendencies towards atheoreticism.



The Dean of the Faculty of Education , Prof Irma Eloff

The over-reliance on simplistic numbers to explain educational outcomes, often obliterate the deeper dynamics that is present in education contexts - ranging from foundation phase, all the way into higher education. We continue our work in the Faculty of Education, because we have a passion for the field and amongst these pages of *In-tuition*, we share some glimpses into this work.

Prof Irma Eloff, Dean: Faculty of Education

ART winner of Open Day stall competition



Editorial

*Annalize Brynard,
Editor: In-tuition*

In-tuition is the official newsletter of the Faculty of Education at the University of Pretoria.

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Photography: Eyescape Studios; Annalize Brynard

Design and layout: Double Option

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International Teacher Education Conference



From Left:

Prof Johann Engelbrecht, Acting Vice Principal, delivered a keynote address at the Gala Dinner



Prof Maureen Robinson, Dean of the Faculty of Education at Stellenbosch University



Dr Diane Parker, Deputy Director General at the Department of Higher Education and Training



Staff and guest enjoyed the Dinner



The glamorous Gala Dinner



More than 130 delegates attended the conference



Prof Irma Elof welcomed delegates to the International Teacher Education Conference.



Prof Bame Nsamenang from the University of Yaoundé in the Cameroon was one of the keynote speakers.



Prof Charmaine Villet, from the University of Namibia with a guest. She was also a keynote speaker.

The Department of Higher Education and Training, in partnership with the HESA Education Dean's Forum, the Council on Higher Education and the Faculty of Education of the University of Pretoria, presented a teacher education conference titled: 'Towards quality teacher education programmes and practices' held in September 2012.

The conference took place at a time when there is national focus on challenges related to effective provision of basic education. Politicians, policy makers, business leaders, community organisations, higher education institutions and parents are concerned about the education of the nation's children.

The importance of ensuring high quality in the context of teacher education remains a challenge. Few would argue that deep discipline knowledge and teaching competence are critical characteristics of the quality of teachers.

More than 200 studies have found that teachers who have more background in their content areas and have greater knowledge of teaching and learning, are more highly rated and more successful with students in fields ranging from early childhood and elementary education to mathematics, science and vocational education.

The conference provided a national platform for the teacher education

community to share ideas on evidence-based knowledge and practice with regard to the design and delivery of initial, continuing and postgraduate qualifications for teachers and other professionals working in education.

Critical issues which were focused on included: Quality aspects in teacher education programmes, including demonstrating quality; practices; programmes; teacher knowledge; teaching practice/workplace learning; assessment practices; language practices; delivery modes for teacher education programmes; student experiences and support in teacher education and Information and Communication Technologies (ICTs) and the use of online-learning in teacher education programmes.

The official conference opening included presentations from the Department of Higher Education and Training (DHET); the Department of Basic Education (DBE); the Council on Higher Education (CHE) and the HESA Education Deans' Forum (EDF).

The programme also included keynote addresses by prominent local and international speakers recognised in the field of teacher education including Professor Bame Nsamenang, University of Yaoundé, Cameroon; Dr Charmaine Villet, University of Namibia; Professor Mary Metcalfe, Development Bank of Southern Africa; Dr Nick Taylor, JET Education Services; Professor Sarah Gravett, University of Johannesburg and Professor Veronica McKay, University of South Africa.

Faculty celebrates 75 years of existence

The year 2012 marked the 75th anniversary of the Faculty of Education at the University of Pretoria. 'As we reflect on our past and look to the future, we feel proud to be a part of a long history of exceptional educational growth and development', Prof Irma Eloff, Dean of the Faculty of Education said on that occasion.

'I personally salute the level of commitment that has been displayed by researchers, lecturers, academics, leaders and students in the Faculty of Education. Over the 75 years of its existence we have pursued the double goals of building a Faculty where excellence in teacher education is sought, while the knowledge we create through our research activities simultaneously makes constructive contributions in facing educational challenges', she added.



The solid foundations of the past are evident today and the Faculty looks back with pride and a sense of gratitude to those who came before us. The foundations being laid at present are being built with a sense of hope and optimism for the future. The Faculty is putting foundations in place that will provide platforms for excellence in educational research and teacher education in the decades to come. The next generation of teachers and educational researchers has significant challenges to face - and it is the Faculty's task to prepare them.

The Faculty of Education aligns with the navigational markers of quality, relevance, sustainability and diversity as articulated in the vision of the University of Pretoria. On the Groenkloof campus the capacity to serve the education sector is continuously growing. The Faculty does so by

engaging in deeply reflective processes about its own educational practices, its broad operations and by taking a long-term view of education. While political priorities necessarily often emphasise specific education fields at certain points in time, the Faculty believes that educational effectiveness depends on an integrated, sentient approach where all educational fields remain high on the educational agenda. It seeks long-term, sustainable solutions to address the challenges in civil society, as they relate to education.

The Faculty published a book which celebrates moments in the life of the Faculty of Education at the University of Pretoria. 'Within its pages you will find vignettes and moments that, over time, create a space where learning can prosper', Prof Eloff said in closing.



Prof Gerry Swan, Dean, and Prof Morkel Terblanché, Deputy Dean of the Faculty of Veterinary Science.



Prof Johann Engelbrecht, Acting Vice Principal, shares a moment with Prof Irma Eloff while Ms Sophia le Roux looks on.



Dr Laurel Becker and Dr Caroline van Niekerk



Ms Alta Niemann with Ms Rose Tibane



Prof Ronél Ferreira and Prof Denver Hendrickz.



Ms Oosthuizen, wife of the late Prof Wynand Oosthuizen and their daughter Lynette van Niekerk.



Dr Pieter du Toit shares a special moment with Ms Maggi Soer and Dr Sarah van Wyk, one of the first female lecturers in the Faculty of Education.

Faculty celebrates 75 years with Gala Dinner



Prof Max Braun is in discussion with Prof Theuns Erasmus, former Vice Principal at UP.



The Edu-Cantare Choir was one of the highlights of the event.



Prof Irma Eloff, Dean of the Faculty of Education welcomed the guests.



Ms Dina and Johann Cloete; Prof Irma Eloff; Dr Tilla Rorbeck; Ms Susan Theron and Dr Cobie Botha.



Prof Mike Bondesio, former Dean of the Faculty of Education who now lives in New Zealand; Dr Pieter Small; Prof Irma Eloff; Ms Barbara Erasmus and Prof Theuns Erasmus, former Vice Principal at the University of Pretoria.

On Saturday evening, 13 October 2012, the Faculty of Education celebrated its 75 years of existence with a gala dinner. The official date when the Faculty was established, is 17 June 1937.

Many current and previous staff members attended the joyful event held in the Normalsaal on Groenkloof campus. Prof Mike Bondesio, a former Dean in Faculty, came all the way from New Zealand to be present at the event. He paid tribute to the Faculty and said that his vision for the Faculty was without any doubt embodied in 'what we see here today'. He said that high academic standards and continued excellence in research and teaching is clearly visible and that the Faculty of Education at the University of Pretoria is indeed one of which everyone could be proud.

He saluted Prof Irma Eloff for the work she has been doing and the changes she has incorporated for the best during her term as Dean. He said that the development and transformation in the Faculty is what he had always hoped for.

Prof Irma Eloff reflected on 75 years in the Faculty of Education and shared snippets from history, for instance depicting the collaboration between UP and the former Teacher College which spans more than 100 years. She also shared the establishment of key committees, units and quality processes in the Faculty - all of which have contributed to the excellence of the Faculty today. She thanked every person who has contributed towards the successes in the Faculty's educational growth and development over the past 75 years.

Among the guests at the function were Prof Sarah van Wyk, one of the first women academics in the Faculty of Education, as well as Mrs Barbara Erasmus, wife of Prof Theuns Erasmus, former Vice-Principal for Research at the University of Pretoria. Her father, Prof BF Nel, was a former Dean in the Faculty of Education. Prof Roux Botha, former colleague in the Faculty and previous rector and Vice-Chancellor of RAU, also attended.

The greatest joy of the evening was to meet old friends and colleagues and to share the past and wonderful memories.



Prof Koos Kok and his wife with Prof Johan Beckmann and his wife Niekie.



Prof Thea de Kock with Prof Saloshna Vandeyar and Dr Thiru Vandeyar.



Guests enjoyed the glamour of the evening.

Education contributes to UP research initiative on food security in Africa



Involved in the project is: Dr Lindelani Mnguni; Prof Ronél Ferreira; Prof Carien Lubbe-de Beer; Prof William Fraser; Prof Liesel Ebersöhn and Mrs Karien Botha *Dr Salomé Human-Vogel*

The Faculty of Education forms part of a UP initiative to seek innovative and practical solutions to complex problems related to food security in Africa.

The research, led by UP's Institute for Food, Nutrition and Well-being, is organised around five strategic research themes, each headed by an internationally recognised researcher leading teams of over 30 colleagues, while working in collaboration with strategic partners in government, research and society. Prof Sheryl Hendriks of the Faculty of Natural and Agricultural Sciences is Director of the Institute and Prof Ronél Ferreira is heading the theme on food consumption behaviour for improved health and well-being.

Childhood malnutrition limits development efforts in South Africa and the African continent. The project, entitled 'Schools as sites for social change: Facilitating adjusted behaviour in resource-constrained communities by empowering children', aims to facilitate change to improve health and well-being by enhancing strategies that could address hunger and hidden hunger, and improve food and nutrition security, health, consumer well-being, emotional functioning and adaptation and environmental sustainability.

Prof Ferreira's team's research on perceptions, attitudes, values and behaviours with regard to food and nutrition seeks to improve food and nutrition security, health, consumer well-being and environmental sustainability. In her team are a number of Education staff members, namely Mrs Karien Botha who is the project coordinator and holds expertise in the field of learning support methods to accommodate diverse learners. Prof Liesel Ebersöhn, who is a NRF-rated researcher, interrogates resilience as sustained transactional-ecological processes within resource-scarce education environments. Her participation stems from likeminded collaborative and transdisciplinary inquiry in significant risk settings where sustainable resource management informs continued positive adaptation.

Other collaborators include Prof William Fraser, who specialises in curriculum development, instructional design with specific reference to scientific inquiry, learning theories and the teaching of Life Sciences; Prof Carien Lubbe-De

Beer who will explore the possible value and application of Expressive Sand Work-therapy with children in schools, as psycho-social support, Dr Salomé Human-Vogel who will focus on healthy family functioning and Dr Lindelani Mnguni, who will make a contribution in terms of the knowledge creation strand of the project.

In the project, teachers will be trained to implement an intervention with children, focusing on nutrition and health-related messages, thereby assumingly increasing children's knowledge, skills and attitudes pertaining to aspects such as farming skills, lifestyle and nutrition. For this purpose, Prof Ferreira and her team will rely on their expertise in intervention studies and action research. Based on the scope and nature of the project, Faculty colleagues are collaborating with researchers in the faculties of Health Sciences, Veterinary Sciences and Natural and Agricultural Sciences.

The long term aim is thus to enhance socially responsible food production, food consumption and social change, by using children's voices in resource-constrained communities. Over time, the impact of the health promoting intervention will be monitored and evaluated, with the aim of adapting the intervention for further use in other schools and contexts. A paradigm shift is required to solve hunger and poverty in Africa. The range of expertise and strong disciplinary grounding in this project allows the team to tackle complex problems that have not been solved by traditional approaches to science and development.

To date, the Institute for Food, Nutrition and Well-being has established active and large research groups working on solving complex problems. It has brought in 15 new master's degree, 11 PhDs and 2 postdoctoral studies in 2012.

Strategic actions for 2013 include strengthening strategic capacity, bringing in strategic international experts and developing innovative models for grant income to significantly scale up the research enterprise. The Institute also aims to establish a public-sector focused research unit.

Education staff receives NRF-ratings at glamorous function

Six staff members of the Faculty of Education received National Research Foundation (NRF)-ratings. They were honoured for it at the annual Exceptional Academic Achievers and NRF-rated Researchers Function, held at the Groenkloof Campus on 25 April 2013.

Many UP researchers were also recognised for being rated according to the National Research Foundation's (NRF) rating system. Seventy nine researchers were rated for the first time or re-rated according to this system, which is a peer-review process that benchmarks research at both national and international levels. This is a rigorous evaluation process and only about one-tenth of all academic staff employed at South African universities achieve a rating which is valid for five years.

The Vice-Chancellor and Principal, Prof Cheryl de la Rey, congratulated the academic achievers and academics successfully rated by the NRF. She attributed the university's standing as one of South Africa's leading research-intensive universities largely to the achievements of its academic staff.

She said the outstanding academic talent and expertise demonstrated will enable the University to make an even greater impact in developing people, creating knowledge and making a difference locally and globally. "You are a source of great pride to the University. We salute your achievements", she said.

In the Faculty of Education, Prof Johan Beckmann of the Department of Education Management and Policy Studies; Prof William Fraser of the Department of Science, Mathematics and Technology Education and Prof Chika Sehoole, Head of the Department of Education Management and Policy Studies received C2-ratings ratings. Prof Rinelle Evans of the Department of Humanities Education, Dr Rian de Villiers of the Department of Science, Mathematics and Technology Education, and Prof Chaya Herman of the Department of Education Management and Policy Studies received C3-ratings.

Dr Daisy Selematsela, Executive Director of Knowledge, Management and Evaluation at the National Research Foundation made the awards to :

Prof William Fraser, Prof Chika Sehoole, Prof Rinelle Evans, Dr Rian de Villiers



The lovely event was held in the Normal Hall on the Groenkloof Campus



Prof Johan Beckmann



Prof Chaya Herman

Eighteen rated researchers in Faculty

Prof Johan Beckmann Department of Education Management and Policy Studies	C2
Dr Rian De Villiers Department of Science, Mathematics and Technology Education	C3
Prof Liesel Ebersöhn Department of Educational Psychology	C3
Prof Irma Eloff Dean: Faculty of Education	C2
Prof Rinelle Evans Department of Humanities Education	C3
Prof Ronel Ferreira Department of Educational Psychology	Y2
Prof William Fraser Department of Science, Mathematics and Technology Education	C2
Prof Chaya Herman Department of Education Management and Policy Studies	C3
Prof Sarah Howie Director: Centre for Evaluation and Assessment	C1
Prof Rika Joubert, Department of Education Management and Policy Studies	C3
Prof Carien Lubbe-de Beer Department of Educational Psychology	Y2
Prof Kobus Maree Department of Educational Psychology	B3
Prof Jan Nieuwenhuis Department of Education Management and Policy Studies	C3
Prof Venitha Pillay Department of Education Management and Policy Studies	C2
Dr Vanessa Scherman Department of Educational Psychology	Y2
Prof Chika Sehoole Department of Education Management and Policy Studies	C2
Prof Saloshna Vandeyar Acting Head: Department of Humanities Education	C2
Prof Everard Weber Department of Education Management and Policy Studies	C2

Grant for trans-disciplinary research in Faculty

Prof Liesel Ebersöhn, Director for the Unit for Education Research in AIDS (ERA Unit), is the Principal Investigator (University of Pretoria) in the IMAGINE (International Mentoring of Advanced Graduates for Interdisciplinary Excellence) project which was initiated in 2011.

The project is a collaboration between the University of Pretoria, North Carolina State University (NCSU), Nipissing University, University of Saskatchewan and South African National Parks. The IMAGINE-team seeks to generate trans-disciplinary knowledge on resilience in rural, high disparity communities.

At the University of Pretoria four doctoral students, ERA Unit, are accessing the long-term ecological sites for data generation, and three doctoral students at the Forestry and Agricultural Biotechnology Institute (FABI) will participate in the project.

The team applied for support for Dr Elizabeth Nichols, Associate Professor in the Department of Forest and Environmental Resources at the College of Natural Resources at NCSU, to spend time in South Africa. The visit is supported via the University of Pretoria's Staff Exchange Bursary Programme.

The purpose of the visit by Dr Nichols, who is an expert on water quality



Seen here from left:

Dr Jeanine Mwambakana (University of Pretoria); Dr April James (Nipissing University); Dr Elizabeth Nichols (North Carolina State University), Ms Funke Omidire (University of Pretoria); Prof Liesel Ebersöhn (University of Pretoria); Toddi Steelman (University of Saskatchewan) and Scott Beck (North Carolina State University).

and phytoremediation, is to contribute to analysis and writing sessions during which the team wishes to integrate data sets across disciplines. She will be visiting South Africa in June and July 2013, visiting the Wits Rural Centre in Bushbuckridge and Hamakuya, one of the long term ecological research sites in Venda.

International researcher visits Faculty



Prof Carien Lubbe-De Beer hosted an international researcher, Prof. Salvatore D'Amore, who visited the Department of Educational Psychology between 4 and 6 February 2013.

Prof D'Amore, who is from the Unit of Systemic Clinic and Relational Psychopathology in the Faculty of Psychology and Educational Sciences, University of Liege, Belgium, visited the Faculty to establish collaborative research on the following:

'Research on LGBT parenting to explore lesbian and gay parenting and child development with special attention to cross-cultural and interracial variables'.

Seen here are Prof Carien Lubbe-De Beer, Prof Salvatore D'Amore (centre) and Prof Juan Nel from Unisa.

Making research a priority

According to RIS, Dr Rian de Villiers from the Department of Science, Mathematics and Technology Education and Dr Alta Engelbrecht from the Department of Humanities Education produced the highest number of articles for the most recent cycle of article outputs.

Dr Rian de Villiers holds a PhD, MSc, BSc(Hons) and a Higher Education Diploma (HED). He taught Life Sciences at a secondary school in Pretoria for five years. In 1993, he was seconded to the Teachers Training College Pretoria where he trained prospective Life Sciences teachers. During the amalgamation of the Teachers Training College and the University of Pretoria, he accepted a position as senior lecturer in the Faculty of Education in 2002.

He recently obtained an NRF rating (C3) and has also been recognised through an Education Innovation Award.

Dr de Villiers sees research as the 'life-blood' of excellent and innovative teaching at any tertiary institution. Research, he says, is vital in our everyday decision-making, knowledge and self-growth. His research not only aims to disseminate information that is relevant and the advancement of knowledge, but also to address critical issues that are of topical importance to academics, scholars, policy makers and the public.

An earlier, widely cited article 'Migration from developing countries: the case of South African teachers to the United Kingdom' (2007) provides an overview of teacher migration from South Africa to the UK over a decade, 1996 to 2006. The research focuses on the recruitment of South African teachers; their motivation for migration; the impact of teacher migration in both the recruiting and source country; and the experiences of South African teachers in the UK. Valuable suggestions for future practice are made for teacher recruitment agencies, British schools and both the South African and British Governments.

Many overseas-trained teachers report that they are not well informed about the challenges awaiting them in schools in foreign countries. Teachers therefore

must rely on recruitment agencies' websites to obtain accurate and complete information before deciding to enter into an agreement. The study, 'Recruiting teachers online: marketing strategies and information dissemination practices of UK-based agencies' (2009) was motivated by a concern regarding the accurateness and completeness of website information of recruitment agencies. A review of UK-based agencies recruiting teachers in South Africa and other countries has found that important information is often missing about what to expect. Online 'pitching' to schools and teachers is discussed in this article.



Dr Rian de Villiers

Many overseas-trained teachers, lured by empty promises, are ending up in highly problematic and even dangerous situations, and unwittingly are being pitted against their US colleagues. Against this background, together with an American colleague, an article, titled, 'Teacher shortages in the US and the politics of recruiting abroad' (2011) was written. It calls attention to the importation of overseas-trained teachers to teach in the US, with the assumption of a widespread teacher shortage in the US, and to the authors' fears that both local and overseas-trained teachers are being used as pawns in a high-stakes political battle.

De Villiers' 'Teacher migration' research has achieved front page status and lead article comments in the South African press, attesting to the locally relevant nature of the work.

New curriculum development her focus

Dr Alta Engelbrecht holds a PhD, M(Ed), BA(Hons) and BA(Ed) degrees. She was a teacher in Kempton Park and Silverton from 1981 to 1985, before accepting the position of Project Organiser at the Afrikaanse Taal- en Kultuurbond in 1986. She then taught in London until 1990, after which she returned to South Africa as a secondary school teacher in 1992. From 1994 to 2001, Dr Engelbrecht was a junior lecturer at the Onderwyskollege Pretoria. In 2002 she took up her current position of lecturer at the University of Pretoria. She became a senior lecturer in 2011.

Dr Engelbrecht co-authored two primary school text book series and teacher guides and was invited to the Artevelde Hogeschool in Belgium in 2007 and 2010 to teach Dutch, Education and History. She has participated in numerous national and international conferences and workshops and initiated a student exchange programme between the University of Pretoria and Artevelde Hogeschool in 2007. The Dean's award for excellence in postdoctoral scholarship was awarded to Dr Engelbrecht in 2011. She also won a Dutch research essay competition in 2008.

Her research centres around her love for textbooks. As a textbook author for Afrikaans as a school subject, she started to unpack the ideological underpinning of textbooks in her research. She then wanted to find out how Afrikaans textbooks compared to Dutch and Flemish textbooks with regard

to cultural stereotyping, for which she travelled to Europe to collect data and established a network in foreign countries.

While the research was challenging, it was very rewarding. Dr Engelbrecht has now published four articles from this research and is regarded as a specialist in the field. From her findings it became clear that the sampled Afrikaans textbooks employed de-stereotyping strategies while, on the contrary, the Dutch and the Flemish textbooks showed traits of stereotypical underpinnings.



Dr Alta Engelbrecht

She is still researching textbooks and has an article in the pipeline about the constructivist approach in the new curriculum teacher guides.

Honorary doctorate for Carol D Lee

On Wednesday 5 September 2012 the Faculty of Education at the University of Pretoria awarded an honorary doctorate on a renowned US educational academic and research visionary.

In her academic career Carol D Lee has held various positions within the field of education, academic leadership and management. Lee's stature as scholar is epitomised in some of her most recent accomplishments, namely being President (2009-2010) of the prestigious American Educational Research Association (AERA), and being the Literacy Consultant to the Education Transition Team of the Administration of President Barack Obama.

She has distinguished herself as a teacher, world-renowned scholar, intellectual leader, research visionary, as well as administrator. Currently she is appointed as professor in the School of Education and Social Policy, North-Western University, Evanston, Illinois, USA. Her work continues to provide new insights into how culture and context interface with learning. In this she has disseminated broadly in both scientific journals, as well as book publications.

Dr Lee is renowned for her postulation of the 'Cultural Modelling Framework' as a paradigm for understanding learning, and as a means for theory to direct practice. The latter has driven technological advances in learning such as computer-based tools to support both student reading and teacher learning in regard to content area reading for underachieving middle and high school students. Her work portrays her intellectual fascination with and social-conscience directed advocacy of ecological influences on learning and development.

In this she has produced many insights into the cultural contexts of literacy - chiefly the interface of the oral medium and printed texts. In this regard her understanding defines literacy expertise within specific ethnic speech communities and their implications for learning and teaching processes. Likewise, her work has led to the emergence of cultural models for knowledge representation in literacy-related tasks. Integrated into her understanding of literacy and culture are notions of form, function and structure of oral persuasive texts of African American sermons and oratory and their implications for instruction in writing argument.

As a result her scholarship has led to contemplating the cognitive consequences of socialisation through African-American discourse genres; as well as the elaboration of story schema of African-American children in narrative composition. Because of these insights her work has also had an impact on knowledge related to the role of teacher beliefs in



Dr Carol D Lee - Exceptional Scholar in Education.

curriculum implementation, instructional discourse and uses of computer-based technologies to support learning.

Currently, Dr Lee is involved in an on-going analysis of data collected over three years based on a 'Cultural Modelling' school-wide intervention in an urban high school English department. The intellectual thrust of the analysis is to account for changes in students' participation in literary reasoning over time with the support of culturally responsive modelling of core concepts and strategies.

Lee has led three international delegations in education on behalf of the People to People's Ambassador Program to South Africa and the People's Republic of China. She has won the Walder Award for Research Excellence at North-Western University and is a recipient of the Distinguished Service Award from the US National Council of Teachers of English.

In the local South African education research sphere, Dr Lee has graciously participated in symposia of the Education Association of South Africa (EASA). She continues to collaborate in discussions on models and practices to establish a joint South African Education Research Association.

The Faculty of Education at the University of Pretoria was delighted to bestow this honorary doctorate upon Carol D. Lee for her exceptional scholarship in education.

Distance education students graduate all over the country

The Faculty of Education has conferred 1 892 certificates and degrees to its distance education students during graduation ceremonies held throughout the country during April 2013. Certificates were conferred for the Advanced Certificate in Education Special Needs Education (ACE SNE), as well as ACE Education Management (ACE EM) and honours degrees in Education (BEd Hons).

A total of 601 certificates and degrees were conferred at the ceremony held in the Rembrandt Hall at UP's LC de Villiers Sport campus in Pretoria, while 604 were conferred in Polokwane. A further 230 distance education students received their qualifications in Nelspruit. East London saw 148

degrees being conferred, while 309 distance education students in Durban received their degrees.

The Faculty of Education at the University of Pretoria has been offering a variety of distance education programmes for a number of years. It has established itself as a national leader in teaching innovation and education research. The distance education programmes enjoy international recognition and are aimed at training world-class leaders to develop a generation of innovative thinkers. Congratulations to all the distance education students who received their degrees at the recent graduation ceremonies.

Education graduations

The Faculty of Education conferred almost 600 qualifications at its Autumn Graduation Ceremony, which took place on Tuesday, 9 April 2013 at 15:00 in the Rembrandt Hall on the University of Pretoria's LC de Villiers Sports Campus.

A total of 287 Advanced Certificates in Education were conferred, 170 Bachelor of Education degrees, 112 Bachelor of Education honours degrees, four Master of Education degrees and five Doctor of Philosophy degrees.

Ms Donna Hannaway, Junior Lecturer in the Department of Early Childhood Education, received her master's degree under the supervision of Dr Miems Steyn. The title of her dissertation was 'The influence of ecosystemic factors on black student teachers' perceptions and experiences of Early Childhood Education.'

Dr Monaheng Sefotho, Lecturer in the Department of Educational Psychology, completed his doctorate under the supervision of Prof Liesel Ebersöhn. His dissertation was entitled 'Narratives of differently-abled persons: informing career guidance policy'.

Dr Sunday Ijeh received his doctorate under the supervision of Prof Gilbert Onwu, with a dissertation entitled 'How competent mathematics teachers develop pedagogical content knowledge in statistics teaching'. Dr Monde Kazeni's dissertation, also completed under Prof Onwu's supervision, was entitled 'Comparative effectiveness of context-based and traditional teaching approaches in enhancing learner performance in life sciences'.

Prof Mokubung Nkomo supervised Abbey Mathekga's dissertation, entitled 'Towards widening access to under-represented groups in the biological sciences: a case study of the University of Pretoria', while Prof Irma Eloff, Dean of the Faculty of Education, supervised the thesis 'The transition of individuals within a township from Grade R through to Grade 2', completed by Elan y Nieuwenhuizen.

The Faculty also awarded exceptional academic achievement at the ceremony. Venice Joubert received the academic award for the best achievement in the degree BEd Further Education and Training: General, while Monette Fourie was awarded the best achievement in the degree BEd Further Education and Training: Economic and Management Sciences. Bernise Willemse received the best achievement award for the degree BEd Further Education and Training: Human Movement Science and Sport Management.



Dr Monaheng Sefotho being congratulated by his daughter



The doctoral candidates and supervisors celebrated their achievements

April Graduation season



The Faculty of Education conferred a further 553 qualifications during the University of Pretoria's Autumn Graduation Ceremony held on 16 April 2013.

Sixteen candidates received the Postgraduate Certificate in Higher Education, while 86 postgraduate certificates in education were conferred. Three hundred and twenty-three Bachelor of Education degrees were conferred and 110 candidates received Bachelor of Education honours degrees. Twelve Master of Education degrees and six Doctor of Philosophy degrees were also conferred.

Gary Wayne Collins completed his doctorate under the supervision of Prof Jan Knoetze, with a thesis entitled 'Information communication technology as a cognitive tool to facilitate higher-order thinking.' Dr Catharina Erasmus's thesis, entitled 'Die verband tussen emosionele intelligensie, studie-orïentatie in wiskunde en die middel-adolesent se wiskundeprestasie' was completed under supervision of Prof Kobus Maree, while Sally Ann John completed her thesis, 'The use of Masekitana as a therapeutic technique for children affected by HIV/AIDS', under supervision of Prof Mokgadi Moletsane.

Prof Mokubung Nkomo supervised Dr Judith Kamau's doctoral thesis, entitled 'The effectiveness of learner support services to distance learners in a primary education diploma: a case study in Botswana, and Prof Ronél

Ferreira supervised the thesis 'Power-sharing partnerships: teachers' experiences of participatory methodology' by Dr Bathsheba Mbongwe. Dr Nduzozo Phuti's thesis, entitled 'Enhancing quality academic practice through integrated industry-based learning', was supervised by Dr Pieter du Toit.

Amor Etsebeth is the proud recipient of the Award of the Vice-Chancellor and Principal. The award consists of a silver medal as well as a cash prize and certificate and is awarded to candidates for outstanding undergraduate academic achievement during all the undergraduate years of study for any first bachelor's degree in a faculty.

Maryke Taljaard was awarded the academic award for best achievement in the degree BEd Intermediate Phase and Herné Labuschagne for the best achievement in the degree BEd Senior Phase. Amor Etsebeth received the award for the best achievement in the degree BEd Further Education and Training: Natural Sciences, while Megan Struthers was awarded for the best achievement in the degree BEd Early Childhood Development and Foundation Phase.

Lené Hattingh received the award for the student with the highest average in all the years of the subject Teaching Practice. The Faculty of Education would like to congratulate all its graduates.



Doctoral students and their Supervisors look back on their journey



Dr Sally John



Dr Nduzozo Phuti

International reading literacy results released by the CEA

The Centre for Evaluation and Assessment (CEA) in the Faculty of Education released the results of the Progress in International Reading Literacy Study 2011 (PIRLS 2011) at the end of 2012. The main objective of the study was to measure trends in children's reading literacy achievement, policy and practices related to literacy.

South Africa participated in the PIRLS 2011 along with 48 other countries and nine benchmarking participants. PIRLS is one of the largest international reading literacy assessments of its kind. During PIRLS 2011, 325 000 Grade 4 learners were tested internationally across 49 countries, with four countries testing Grade 6 learners and 9 countries participating in benchmarking. Three countries took part in pre-PIRLS, a new study initiative.

Prof Cheryl de la Rey, Vice-Chancellor and Principal of the University of Pretoria, said at the release of the results that PIRLS 2011 is a significant achievement for the CEA.

'Very dedicated and talented staff at the CEA has coordinated the efforts of PIRLS 2011 in South Africa. I would like to congratulate Prof Sarah Howie and the staff of the CEA for the successful completion of an ambitious and challenging project that resulted in the press release and subsequent research reports outlining the South African results in particular. UP supports and



Dr Vijay Reddy of the Human Science Research Council (HSRC); Prof Cheryl de la Rey, Vice Chancellor and Principal of the University of Pretoria; Prof Sarah Howie, Director of the Centre for Evaluation and Assessment (CEA) and Minister Angie Motshekga from the Department of Basic Education well as the Vice President of HSRC.

commits to the efforts of the CEA, as it greatly contributes to the intellectual life and research capacity within the University', she said.

She added that the importance of PIRLS 2011 internationally is that it provides a spotlight for education systems as to whether they are equipping their learners with good reading skills or not. 'The PIRLS 2011 international report provides reliable and timely data within the international context. Reading achievement results provide each country with an opportunity to examine educational policies, practices, children's early literary experiences and reading instruction against globally defined benchmarks'.

PIRLS 2011 follows the 2006 South African study, which was the largest, most ambitious and complex national study ever undertaken within an international comparative study, with South Africa having the largest number of learners. In 2011, approximately 19 000 learners in Grades 4 and 5 in more than 430 schools across the country participated in PIRLS, and were tested in all 11 and two official languages respectively.

The research (PIRLS 2011) is designed to provide a comprehensive investigation into the reading literacy of South African learners, their levels of reading literacy and how these results can contribute to an improvement in the reading literacy of young children. Prof Sarah Howie, Director of the CEA, mentioned that the objective of the PIRLS 2011 was to motivate the broader community both inside and outside the school to assist children in developing the foundation they need for reading skills.

'We hope that this empirical study, as with PIRLS 2006 with its extensive information, will serve as a vehicle for policymakers, curriculum planners, educators and educational researchers to improve reading literacy and answer crucial questions related to learners' reading performance', she said.

Prof De la Rey added that the results from PIRLS 2011 for South Africa should serve as a catalyst for further research and investigations into improving reading literacy, in answering crucial questions of the impact of the home environment on children's academic achievement across cultural contexts, and informing policy shifts and changes into teacher training, fostering home-school partnerships and a myriad of other burning issues.



Prof Cheryl de la Rey, Vice Chancellor and Principal



Mr Mohamed Enver Surty, the Deputy Minister of Basic Education.



Prof Sarah Howie, Dr Surette Van Staden (PIRLS Co-coordinator, CEA) and Mr Mishack Tshela (PIRLS Data Manager, CEA).

New books launched in the Faculty of Education



Dr Hermien Olivier with Prof Liesel Ebersöhn; Prof Irma Eloff and Dr Tilda Loots.



Prof Ronél Ferreira and Prof Liesel Ebersöhn



Mr Jurie Vos



Prof Rinelle Evans



Mrs Dina Cloete and Dr Alta Engelbrecht



Gerthyo Ferreira, Hans-Coert Ebersöhn and Wilando Ferreira



Jaco Joubert, son of Dr Ina Joubert



Dr Ina Joubert

The Faculty of Education is proud to have launched new books by staff members. These authors have been hard at work researching and writing about their fields of expertise and were honoured for their hard work at a book launch function, held at Groenkloof campus Boma on 21 February 2013.

Prof Ronél Ferreira and Prof Liesel Ebersöhn wrote the book *Partnering for Resilience*. This pioneering book presents new knowledge pertaining to how existing resources may be managed to both implement and sustain resilience tactics to mediate the effect of ongoing adversity.

Dr Alta Engelbrecht and Ms Dina Cloete introduced their book *Vuvuzela - Afrikaans - Taalonderrig wat nie geïgnoreer mag word nie*. The main goal of this book is to equip teachers-in-training with the knowledge and skills necessary to support learners in their mother tongue development.

Dr Ina Joubert launched her book and material named *Platinum Afrikaans*

- *Foundation Phase*, while Dr Alta Engelbrecht introduced her and Ms Maryke Mihai's contribution to the *Platinum Afrikaans* series, in their case for Intermediate Phase. It was written for Afrikaans home language speakers as well as learners and teachers. Both teachers and learners need quality and contemporary teaching and learning materials. This series meets these criteria and aims to assist teachers and learners to acquire Afrikaans as a language and to succeed academically in Afrikaans.

Prof Rinelle Evans and Prof Ailie Cleghorn wrote the book *Complex classroom encounters - a South African perspective*. This book aims to establish how teaching unfolds in multilingual Foundation Phase classrooms where often neither the teacher nor the learners are mother-tongue speakers of English which is increasingly becoming the sole medium of instruction. The reader is invited to open a door on the realm of linguistic diversity and instructional complexity as experienced in South African classrooms.

Paper on research projects presented

At the conference of the South African Research Association for Early Childhood Education (SARAECE) at WITS (11-12 April 2013), Dr Judy van Heerden presented a paper titled 'Teaching science and technology in the foundation phase: promising practices in the training of prospective teachers' that dealt with final-year ECD students' research projects.

Preparing the learners of today to become productive citizens of the future, requires our educational system to promote life-long learners who are able to work together to solve real problems and develop a basic understanding of the natural and humanly modified world around them. Previous research concluded that a combination of a sound theoretical basis, clear guidelines regarding content, proper training and the availability of supporting material are of crucial importance in the teaching of science and technology in the foundation phase. Science and technology are appropriate particularly where the theory is firmly rooted in practice and where all the principles of active learning and hands-on, experiential learning are firmly entrenched.

In her paper Dr van Heerden discussed the experiences of fourth-year early childhood development student teachers, how they researched and applied well-known theories and employed a variety of practices in their research projects while acquiring and deploying knowledge and competence about

teaching science and technology in the foundation phase.

For their research projects, students researched the theories of Montessori, Waldorf, Reggio Emilia and Howard Gardner. The students applied interventions based on the principles of one of these theories in science and technology activities during their final-year internship in Grade R-classes. Each student's research project comprised of a literature review, teaching philosophy, intervention strategy, planned practical application, discussion of findings, reflection and visual evidence.



Dr Judy van Heerden

Students' research projects showed that young children learn well in situations and circumstances that are real and relevant to their lives, and through activities that are varied and interesting.

Liesel Ebersöhn keynote at international conference

Prof Liesel Ebersöhn of the Department of Educational Psychology was invited to deliver a keynote address at the Interdisciplinary Conference of Research in Education (ICOINE), held in Kyrenia, Cyprus from 30 January to 1 February 2013.

The title of her address was 'Reverence for heritage in interdisciplinary research in education: the case of "resilience" from an indigenous psychology perspective'.

In her keynote address Prof Ebersöhn discussed interdisciplinary research to generate education knowledge as an exciting ideological and methodological crossroads not only for disciplines, but also for cross-national, cross-cultural and individual scholarly inquiry. She argued that foundational, contextual and historical learning grounds direct interdisciplinary research - including cultural and disciplinary understanding, respect and admiration.

To debate the position, she used the case of several interdisciplinary projects aimed at generating knowledge on resilience through an indigenous psychology lens. She further argued that knowledge generation benefits when a study

of particular historical patterns (cultural and disciplinary) precedes interdisciplinary inquiry.

'Once we understand and appreciate what makes a specific ecology and discipline distinctive we can add to and enrich interdisciplinary points of interface. This route of interdisciplinary thinking can provide alternative and generative education knowledge'.



Prof Liesel Ebersöhn

'Rather than providing a hegemony of predominantly Western, English and Caucasian thinking, interdisciplinary research embedded in indigenous knowledge can broaden thinking of how, for example, education systems can adapt to poverty, transformation and diversity', she concluded.

Education Management on the move

Prof Chika Seoole, the Head of Department of Education Management and Policy Studies, attended the British Council's workshop that focused on briefing stakeholders on their 'Three-Year Project on Higher Education' - his attendance at this event was on behalf of the Vice-Chancellor and Principal of the University of Pretoria, Prof Cheryl de la Rey. He also participated in the 2nd National Qualifications Framework (NQF) research conference hosted by the South African Qualifications Authority (SAQA) in Johannesburg in early March 2013. Here he chaired and facilitated three sessions dealing with issues relating to articulation within the NQF.

Prof Chaya Herman also attended the South African Research Association (SAERA) Conference in Bela-Bela at the end of January, where she presented a paper titled 'Industry perceptions of Universities/ Industry collaborations related to doctoral education in South Africa'.

Meanwhile, the Department hosted Dr Zehava Rosenblatt from the Department of Education Management and Policy at the University of Haifa in Israel during February 2013. Dr Rosenblatt is a faculty member in the Department of Leadership and also serves as the head of the Centre for Educational Administration and Evaluation at the University of Haifa. Her research focuses on human resource management in education, in particular as it concerns teacher accountability, work withdrawal behaviour, job design and job insecurity. During her visit she presented a well-attended and very relevant seminar on the topic of teacher accountability.

Carien Lubbe-De Beer promoted to Associate Professor

Prof Carien Lubbe-De Beer from the Department of Educational Psychology has been promoted to Associate Professor.

Born and bred in Pretoria, Prof Lubbe-De Beer already decided in Grade 11 to pursue a career in teaching. After graduating cum laude as a Dux student from the Faculty of Education at the University of Pretoria in 1993, she taught Geography, Afrikaans and Life Orientation at a local high school for six years.

During this time she pursued her psychology studies by completing an Honours and a Masters in Educational Psychology, and then resigned from teaching to complete her internship. She quickly realised that the 'teacher inside' was too strong for private practice, and grabbed the opportunity to lecture part-time in the Department of Educational Psychology in 2002.

Shortly thereafter a full-time permanent position opened up and by accepting a career in higher education, Carien sees this as contributing to create a multiplying effect. 'Hundreds of lives are being affected by each student I train, especially the Educational Psychology students'. Her formal research career started with her PhD studies, where she explored the experiences of children growing up in same-gendered (lesbian/gay parent) families. This has been a ground-breaking study in focusing on children's perspectives, as well as being the first research in South Africa conducted on lesbian families and parenting. Subsequent publications followed as single author (Education as Change, Journal of Psychology in Africa, Journal of GLBT Family Studies, South African Journal of Psychology), as well as attracting postgraduate students who have completed and published, or are currently pursuing research into this phenomenon.

Dr Diana Breshears (University of Nebraska-Lincoln) also joined her in 2013 as postdoctoral fellow, and as a research team they are currently pursuing research on Creating School Environments that Communicate Support for Children from Lesbian/Gay-Parented Families, supported by a grant from the Waterhouse Family Institute for the Study of Communication and Society (WFI) - Villanova University's Department of Communication. Prof Lubbe-De Beer was invited to present her research findings at a symposium on cross-cultural perspectives on lesbian and gay families at the renowned XXIX International Congress of Psychology in Berlin during 2008 and at the LGBT Human Rights conference in Copenhagen in 2009, as well as at the XXX International Congress of Psychology in Cape Town, 2012. She has co-presented with internationally known Charlotte Patterson

(USA), Nanette Gartrell (USA), Henny Bos (Netherlands) and Damien Riggs (Australia).

She also serves as the PsySSA representative together with Prof Juan Nel (Unisa) on INET (The International Network on Lesbian, Gay and Bisexual concerns and Transgender matters in Psychology), hosted by the American Psychological Association (APA). Through an Arcus Grant they are developing affirmative guidelines for practitioners working with LGBT-clients, as well as establishing collaborative networks into Africa. Prof



Prof Carien Lubbe-de Beer

Carien has also been invited by Abbie Goldberg and Katherine Allen to write a chapter in an international handbook on LGBT-Parent Families published by Springer on LGBT Parents and Their Children: Non-Western Research and Perspectives (2013). She is furthermore the co-editor of a book showcasing South African based research published by Jacana in 2013, titled Home Affairs: Rethinking Lesbian, Gay, Bisexual and Transgender Families in Contemporary South Africa.

Prof Lubbe-De Beer was nominated in 2011 as an Excellent Academic Achiever (University of Pretoria) on receiving a Y2 grading from the NRF, and received an award as Emerging Researcher from the Education Association of South Africa (EASA) in 2012. Two PhD and 12 master's students have completed their studies and a further five PhDs and 15 Master's students are currently working under her supervision.

Working with minority families led to another research project, where she is currently involved in the Institutional Research theme of Nutrition, Health and Well-being (with Prof Ronél Ferreira), as well as the Flourishing Leading Youth (FLY)-project of Prof Liesel Ebersöhn at Ngilandi in order to explore the applicability of expressive sand play in resource-constrained communities, cross-culturally and within group settings.

Joint writing project explored

Dr Hanlie Dippenaar, previously a lecturer in the Department of Humanities Education and Dr Alta Engelbrecht from the Department of Humanities Education, are exploring the possibility of joint research on academic writing development between the Faculty of Education at the University of Pretoria and the Writing Centre of the Belville Campus of Cape Peninsula University of Technology (CPUT).



Dr Hanlie Dippenaar, previously from the Department of Humanities Education with Dr Alta Engelbrecht in a writing laboratory at the Cape Peninsula University of Technology

Research keeps her at the chalk face

Prof Rinelle Evans holds a doctorate in curriculum and instructional design with special reference to instructional communication via television technology. Among several other academic qualifications, she also obtained an MA degree (cum laude) in teaching English to speakers of other languages from the University of Birmingham, England. Her teaching career spans over 30 years and in recognition of good teaching practice she has received various awards, the most recent being an Education Innovation Laureate. She is currently involved with teacher education and facilitates modules related to literacies, communication skills and language teaching methodology. Her academic interests relate to English language teaching, instructional design & communication, multi-literacies, and multi-lingualism.

Prof Evans has extensive managerial experience. She has served on various educational panels responsible for professional development, materials writing, and policy making in the English Second Language (ESL) arena. She was also the Chief Examiner of the final matriculation papers (ESL) for several years. In 1992, she was appointed as the first female deputy principal of a large co-ed high school. She resigned after six years. Upon moving to higher education, she became the head of UP's satellite campus in Witbank. She also was the project manager of TeleTuks Schools, a community service programme that televised support lessons to Grade 12 learners. She joined the Faculty of Education in 2002 and shortly thereafter completed her doctorate which was awarded a substantial National Research Foundation grant after being judged Best PhD (Faculty of Education - 2005). This funding made a stint of post-doctoral work in Canada possible.

She has since been granted other funding which has permitted her to pursue research located within the domain of instructional design and communication with a focus on instructional dissonance. This implies how the learning experience may be hampered by teachers' inability to border cross linguistically,

culturally and conceptually. The gradual deracialisation of SA schools, the concomitant shifting demographics and introduction of apparent democratic policies imply that many teachers who did not speak English as a mother tongue are compelled to teach via this language - an erroneous assumption being that their oral proficiency as well as that of their learners - is adequate. She breaks new ground in our understanding of how critical it is for teachers to possess full proficiency in the language of instruction as well as cross-cultural and pedagogical competence in order to attend adequately to diverse learners' sense-making efforts.



Prof Rinelle Evans

She has not only published numerous textbooks, support guides and video material, but also academic articles in refereed and non-refereed journals. Her most recent publication is a scholarly book co-authored by a Canadian colleague entitled *Complex classroom encounters - A South African perspective*.

Doctoral education is her interest

Prof Chaya Herman from the Department of Education Management and Policy Studies came to the University of Pretoria as a PhD student in 2001 after a successful management and teaching career in the private school system. She has various degrees and diplomas include BEdRem (Wits) (Remedial teaching) and Masters in Adult Education (Wits) with distinction.

She was motivated to do a PhD in education policy by a desire to understand the changing educational environment in post-apartheid South Africa. Her thesis explored how local and global forces have impacted on Jewish/private education in this country, forcing it to change. She received the faculty award for the best Ph.D in 2004.

Throughout her PhD journey, Prof Herman has found herself intellectually intrigued by the nature of qualitative research and in particular by the emotions aroused by studying a topic close to one's heart. She published articles on the emotional and intellectual journey of doctoral students as they developed their proposals and during their research journey.

"The PhD was instrumental in shifting my focus to higher education", she said. She participated in two years of coursework on policy in higher education, and was later employed as a consultant in a number of projects which extended her knowledge of higher education in South Africa.

Prof Herman's experience of the Ph.D aroused her curiosity about the award itself. In particular, she was interested in exploring both the historical and current provision of the PhD in South Africa and the relation between context and knowledge production at the doctoral level. At that time (2005), the topic did not attract much attention, either political or scholastic, and available knowledge on the degree was anecdotal and informal.

Her interest in doctoral education marked the start of ground-breaking research. In 2007, she was awarded the University of Pretoria's Research and

Development Programme (RDP) grant for three years. This allowed her to embark on a wide-ranging study of doctoral education. She assembled a comprehensive and systematic database of doctoral degrees in South Africa, laying the foundation for subsequent exploration of the directions, provisions and meanings of the award.

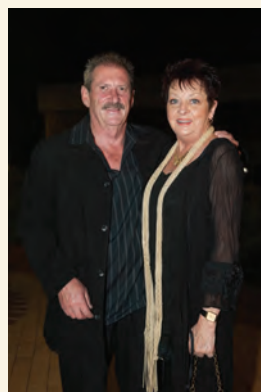
In 2009, Prof Herman was appointed as a senior researcher by the Academy of Science of South Africa (ASSAf). She was tasked with exploring the national capacity to produce doctoral graduates. She led a team of researchers in mainly qualitative studies which formed the basis for the first comprehensive report on doctoral education in South Africa (ASSAf study on the PhD, 2010).

She currently continues to study and publish on various aspects of doctoral education in South Africa. She is an active member of a network of international experts in graduate education from around the world, CIRGE (Centre for Innovation and Research in Graduate Education) and collaborating with some members on a book on the role of the PhD in the global economy. She is also a member of the International Doctoral Education Research Network (IDERN), which keeps regular communication and meetings.



Prof Chaya Herman





SMS technology spotlighted in distance education programmes

The Faculty of Education at present has approximately 17 600 distance education students. To enhance the quality of these programmes, the University of Pretoria has over a period of ten years carefully monitored the technology changes that have taken place amongst its students in comparison to those of its contact students.

The University's distance education programmes have been largely paper-based due to the geographical profile of its enrolled students, which is now regularly being affected by changing technology. Although its distance education students do not have as much 'techno-savvy' as their contact counterparts, one thing they both have in common is access to mobile phones. The student profile from the Unit for Distance Education shows that students' ownership of mobile phones changed from 95% in 2002 to 100% in 2012, while Internet access changed from 1% to 25% during the same periods.

This information has led the University to extensively use SMS technology for administrative, and partially for academic purposes. UP's experience shows that there is a blurring of boundaries between the uses of SMS messaging for both academic and administrative purposes. In addition, the University has been able to introduce the use of CD-ROM as further

support for students due to improved accessibility to computers.

Between 2004 and 2005, a pilot study was conducted into the possible use of SMS technology to academically support the students mimicking what actually takes place in a classroom. The project used examples of academic instruction, quiz, question and answer, support, and a mini lecture via interactive voice response (IVR). Although there was a short break in the project, new initiatives were launched in 2011 and 2012 to academically support students through the technology during tutorial and contact sessions. On-going evidence shows that if properly designed, the technology could have positive impact on distance education students' learning.

The current initiative started in January 2013 in which approximately 5000 ODL students participated in a survey designed to determine for what functions students use their mobile phones; to what extent they could use their improved access to computer for academic purposes; and to what extent students access the Internet on their mobile phones. The results of this study will be interpreted within the body of knowledge that was accumulated over the past ten years to direct the trajectory of the ICT strategy of ODL programmes.

Campus Life



Prestigious scholarship awarded to Education lecturer



Mrs Kgadi Mathabathe

Mrs Kgadi Mathabathe, lecturer in the Department of Science, Mathematics and Technology Education, is one of only 25 recipients among 1 200 applicants to be awarded with the Ros Moger/Terry Furlong Scholarship through the Canon Collins Trust towards her PhD in science education at the University of Pretoria.

She began her three-year PhD in science education at the University of Pretoria in 2013. In 2011, she completed an MSc in science education also at UP, funded through a Graça Machel scholarship. She specialises in tertiary chemical education, pre-service and in-service science teacher training. She says: 'My passion is in science teacher training and contributing to the improvement of science teaching and learning'.

She was also invited as speaker at a seminar organised by the Canon Collins Trust, held at their office in London

on Saturday, 16 March 2013. She spoke about her life and career to date and her hopes for the development of science teaching in South African schools. She also expanded on how the scholarships she has received through the Trust are enabling her to realise her ambitions.

The Canon Collins Trust was founded in 1981 by the British Defence and Aid Fund for Southern Africa. Named in honour of its founder, Canon John Collins, its aim was to equip South African and Namibian exiles with the skills and education denied to them by apartheid.

The scholarship programme was later extended to include the southern African region. As its emphasis moved from supporting the political struggle to building communities, the Trust began to focus on developing future leaders by funding postgraduate study.

Ronél Ferreira elected to chair EASA



Prof Ronél Ferreira, Head of the Department of Educational Psychology in the Faculty of Education, has been elected as Chairperson of the Education Association of South Africa (EASA).

EASA is a national association which strives to promote contact between educationists from all sectors of the South African society.

The Faculty of Education congratulates Prof Ferreira with this exceptional honour and wishes her luck for the important task ahead.

Prof Ronél Ferreira

The Education Association of South Africa (EASA) is a national association which strives to promote contact between educationists from all sectors of South African society.

EASA has the following as aims:

- the promotion of the scientific study of education
- the encouragement and coordination of educational research projects of national interest
- the establishment of scientific publications in the field of education
- acting in advisory capacity on matters concerning education and teaching
- the establishment of contacts with international educational organisations
- the representation of the Republic of South Africa at international conferences on education
- the acknowledgement of noteworthy contributions to education and outstanding service to the Association

Faculty continuously creates international links

Dr Estelle Gaigher visited the Illinois Institute of Technology in Chicago for three months at the end of last year.

Dr Gaigher worked with professors Norman Lederman and Judy Lederman researching South African learners' understanding of scientific inquiry. Professor Norman Lederman is well known in international Science Education circles, particularly for ground breaking research on the nature of science and scientific inquiry.

The Lederman team is involved with international projects in Europe and Asia, and has visited South Africa on a number of occasions as invited speakers at conferences of SAARMSTE and ISTE and as guests of UP.



Dr Estelle Gaigher (right) with Prof Judy Lederman and Prof Norman Lederman

Sharon Mampane contributes to Uganda's curriculum

Dr Sharon Mampane, lecturer in the Department of Education Management and Policy Studies, was invited to Uganda to train facilitators and trainers for the Capacity Enhancement Project of the Ugandan Management Institute (UMI) at the end of 2012. The training was aimed at delivering programmes that support school management and supervision.

The project officially started in April 2012 with a five-day curriculum development workshop held in Mbale, Western Uganda. Three more workshops in July, November and December formed part of the project. Fourteen Ugandans and five foreign experts, including Dr Mampane, contributed to draft the curriculum for the management and leadership training programme for headmasters and additional staff of state, primary and lower vocational education schools.

Four groups from different operating environments requiring a curriculum tailored to their needs were targeted during the workshops. The target groups were related to universal primary education, such as head teachers, deputy-head teachers and school management committees; principals, vice-principals and heads of department; district officers and school inspectors; and central officers.



Dr Sharon Mampane (right) with Dr Christina Amsterdam from the Department of Education Management and Policy Studies

The output of the workshops resulted in a curriculum document for the training programmes of the four different target groups. The document will also serve as a guideline for the UMI staff to further develop the curriculum and training materials.

Inter-institutional workshop held on PGCE

What makes the PGCE Foundation Phase programme special? To deliberate on this question lecturers attended a two-day workshop on the PGCE with specialisation in the Foundation Phase. The workshop was funded by the European Union project. This three-year project aims to involve most of the Higher Education Institutions in South Africa in enhancing Foundation Phase (including the Grade R).

The workshop took place on 25 and 26 March and was organised by Dr Claire Verbeek and Prof Karin Murriss from the University of Cape Town (UCT). Other attendees were from UNISA, University of Fort Hare, Rhodes University and the University of KwaZulu-Natal. Dr Ina Joubert and Annalie Botha were representing the University of Pretoria. Joining the five universities who already offer this programme is UCT who will offer an innovative PGCE Foundation Phase (FP) programme from 2014.



Dr Ina Joubert and Mrs Annalie Botha with the lecturers dealing with the Post Graduate Certificate in Education (PGCE) at University of Cape Town, UNISA, UP and University of Zululand.

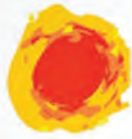
The offerings of the PGCE at the different universities vary considerably in emphasis and in delivery mode. In addition, all universities have to revisit their PGCE programme to align it with the new minimum requirements (MRTEQ). Therefore, the key objective of the workshop was to share experiences and to discuss issues which arose from the workshop.

Attendees shared aspects of their programmes such as the philosophical underpinning of their programmes, the structure of their curricula and their approaches to teaching practice. They also discussed important aspects such as the 'content knowledge' for Foundation Phase teaching and the core practical knowledge and experiences that students could possibly gain over a period of one year. A burning issue for all attendees was the

entrance requirements for the PGCE (FP) and how this affects the curricula of the programme as students enrol for the PGCE without much prior knowledge of the young child and teaching experience in the Foundation Phase. During discussions, delegates shared experiences in helping each other to address challenges. Everyone benefitted from this exposure to the other programmes which assists in relooking at programmes to strengthen them. In addition, all agreed that great benefit was derived from the newly-established network.

On the second day attendees were treated to Cape cuisine at the restaurant situated at the Rhodes memorial and overlooked a part of Cape Town while enjoying the lovely weather and getting to know each other better. Attendees met as colleagues and parted as friends.

Faculty Principal Investigator



Nelson Mandela CHILDREN'S FUND



The Nelson Mandela Children's Fund awarded Prof Liesel Ebersöhn, Director of the Unit for Education Research in AIDS (ERA Unit), generous funding to act as principal investigator for the 'Imbeleko and Social Connectedness Research Study'.

This regional study carried out with elders and the youth in Limpopo, Eastern Cape, Gauteng, North-West, as well as Swaziland and Lesotho, seeks to investigate traditional care patterns as explanatory frameworks of social cohesion to inform future policy and practices to support vulnerable children.

Prof Ebersöhn is joined by education scholars Dr Ruth Mampane, Dr Vanessa Scherman, Dr Monaheng Sefotho, and Mr Tebogo Tsebe, as well as ERA Unit postdoctoral fellow Dr Tilda Loots, and ERA Unit research interns Ms Maitumeleng Ntho-Ntho and Ms Tebhleni Nxumalo.



CEA conducts scoring training for the Impact and Baseline Study

The Centre for Evaluation and Assessment's (CEA's) Tony Daniel steered the recent training session for scorers for the North West Provincial Department of Education 2011 Impact and Baseline Grade 3 Study.

The aim of the training, held on Friday, 15 February 2013 in the IT Laboratory, was to familiarise the markers with the test papers and optical scanning marking sheets they will be using during the marking project. The project entails the marking and data analysis of the impact study, which comprises more than 3 920 literacy and numeracy scripts from 131 participating schools. It also involves the marking and data analysis of a further 9 336 literacy and numeracy tests from a further 138 participating schools, making a grand total of about 26 515 tests. These tests are written in English, Afrikaans, Setswana, Southern Sotho and isiXhosa

The CEA undertook the project of marking and data analysing the North West Department of Education Grade 3 Baseline Assessment last year. The assessment was written by learners in the province in October 2010. This assessment required the CEA to mark and analyse the results of the 9995 literacy and numeracy tests written by the learners, after which reports were compiled for the North West Provincial Department



Mr Tony Daniel, Project Coordinator at the Centre for Evaluation and Assessment (CEA), conducted the training for scorers in the IT Laboratory at the Library Building

of Education at provincial and area office levels. An abbreviated report for each of the 193 schools which took part was also delivered.

During the training, Mr Daniel was assisted by the members of his project team, Ms Sibongile Sibonyoni, the project's logistics manager, Mr Mishack Tshele, the data analyst and Mr Chokotcha Selamani-Mbewe, a visiting Research Fellow from Malawi who will be assisting mainly with the marking of the English Language Literacy and Numeracy tests and writing the reports later in the year.

Music lecturer continuously motivates students

Mrs Ronél de Villiers, music lecturer in the Department of Humanities Education, has this year once again been recognised for her outstanding work when she received the Unisa Prestige Award for Teaching Music Theory during 2012.

Last year Mrs de Villiers also received the award, but this year's award was exceptional as 11 students participated in this voluntary endeavour, and their average was above 80 per cent.

The names of Anke Greyling, Nalani Grobler and Moses Monageng will be on the honorary roll of Unisa as they achieved above 90 per cent in the exam. The other students who entered the music theory examination were: Lindelo Ngece, Xolani Mkhondwane, Nicolei Prinsloo, Angelique Fourie and Alicia Coetzee as well as Anri Swan, Anette Senekal and Lené Jacobs, who is teaching this year.



Mrs Ronél de Villiers is an inspiration to her students

What makes this so outstanding is that Moses Monageng had no prior knowledge of music when he registered as first-year student at the Faculty of Education.

'We in the Music Education field will continue to emphasise the importance of sufficient contact time to enable students without any music background to obtain the necessary skills and knowledge in music and to equip them for high quality teaching in music', said Mrs de Villiers.



The group of achieving Music Theory students with Mrs Ronél de Villiers.

Lecturers empower Mathematics teachers

'Mathematics is the language with which God has written the universe'
- Galileo Galilei

Dr Marié Botha, Mrs Donna Hannaway and Mrs Marietjie Bruwer, all from the Department of Early Childhood Education, facilitated a CE@UP course in Rustenburg in March. The course was titled: 'Foundation Phase Mathematics' and was aimed at improving Mathematics practices for 53 participants from the North West Province working in the Foundation Phase.

Amongst those that attended the course were teachers, a large number from special schools in the province, as well as government officials. The content of the course covered the acquisition and application of mathematical knowledge, concepts, skills and processes in the Foundation Phase, learning support and mathematics and its planning and assessment.

The participants were involved in practical activities based on foundation phase mathematical content

knowledge such as numbers, patterns, shapes and space. They worked collaboratively in groups and shared knowledge in reflection sessions.

Knowledge was shared, knowledge was gained and the week was insightful and enjoyable. The workshop was a great success and the participants requested a follow up course.



ECE receives visitors

All SA universities need to revise their programmes which focus on the young child according to the new requirements for teacher education qualifications (MRTEQ). As the Department Early Childhood Education (ECE) is well-established and has been granted full accreditation for its

programme from the Higher Education Qualification Council (HEQC) in the past, colleagues from other universities regularly visit the department. In March a lecturer from a private higher education institution in Heidelberg visited the Department of Early Childhood Education and 18 lecturers from the University of Zululand also paid a visit to the Groenkloof campus.

Applications of Rasch Measurement Theory presented at the SAARMSTE Conference 2013



Dr Caroline Long

Interest in the Rasch measurement theory is fast emerging in South Africa.

Dr Caroline Long, of the Centre for Evaluation and Assessment (CEA), presented a paper entitled 'An application of Rasch measurement theory to an assessment of the Van Hiele levels' at the Southern African Association for Research in Mathematics, Science and Technology Education (SAARMSTE) conference, held at the

University of the Western Cape in collaboration with Dr Gerrit Stols from the Department of Science Mathematics and Technology Education (SMTE) at the University of Pretoria.

A second paper, entitled 'Applying Rasch measurement theory (RMT) to Mathematical Literacy', conceptualised by Mr Rajan Debba and Dr Sarah Bansilal, from the University of KwaZulu-Natal and Dr Caroline

Long, was presented by Mr Rajan Debba. A Rasch workshop was also conducted by Dr Caroline Long and Professor Marietjie Potgieter from the Faculty of Natural and Agricultural Sciences at the University of Pretoria and was attended by 20 people from universities around South Africa and neighbouring countries.

An article, entitled 'The assessment revolution that has passed England by: Rasch measurement', refers to the phenomenon that for thirty years (from 1979 to 2009) not a single article on Rasch measurement theory was published in the British Journal of Educational Research. In South Africa and neighbouring countries, pockets of expertise in Rasch theory have emerged over the past ten years. At the University of Pretoria, Professor John Rogan was one of the first pioneers and at the SAARMSTE conference in 2006 held at the University of Pretoria, a workshop was presented on Rasch measurement theory (RMT). Researchers at the CEA, Mrs Elsie Venter and Dr Vanessa Scherman, heard about RMT from Dr John Barnard, a South African who emigrated to Australia. Heike Wendt from Dortmund University visited the CEA in 2006, and introduced Rasch measurement theory to Caroline Long, who subsequently used Rasch measurement theory in her doctoral thesis.

The Rasch measurement theory is applied in many of the CEA's projects by researchers who are fast developing skill and expertise in the area.

Emeritus Professor from the Netherlands visits the CEA

Prof Tjeerd Plomp, Emeritus Professor of Education at the University of Twente in the Netherlands, visited the Centre for Evaluation and Assessment (CEA) in the Faculty of Education during March 2013. The visit marks the end of a decade-long engagement with the CEA.

Prof Plomp was instrumental in helping to refine the vision and mission of the CEA. He was also a key research partner in the South Africa Netherlands Research Programme on Alternatives in Development (SANPAD) funding of the CEA's projects.

First received in 2007 from SANPAD, funding was used to further develop school-based monitoring systems (SAMP and SASSIS) under the leadership of Dr Vanessa Scherman. In 2010 additional funding was received for SAMP as well as the Progress in International Reading Literacy Study (PIRLS), a research study conducted under the auspices of the International Association for the Evaluation of Educational Achievement (IEA).

At a staff meeting held at the CEA, Prof Sarah Howie, Director of the CEA, lauded Prof Plomp for his invaluable contribution to the CEA's research projects and described him as 'a general source of wisdom who willingly shares his experience with staff and postgraduate students alike'.

Prof Plomp, and Prof Roel Bosker, an expert in evidence-based education at the University of Groningen, have visited the CEA regularly over

the past few years, interacting with researchers and staff and also acting as consultants on a number of research projects.

Prof Plomp co-authored a book titled *Contexts of learning Mathematics and Science, Lessons learned from TIMSS* with Prof Sarah Howie and they also contributed several other chapters together.



Prof Tjeerd Plomp with Prof Sarah Howie; Prof Roel Bosker and Dr Vanessa Scherman.

Attentive lecturer creates new life for student

When Mr Eric Eberlein from the Department of Education Management and Policy Studies supervised an examination of a 3rd year group of OPV students in November last year, he noticed that a student, Ernest Selala, a FET Natural Sciences student, held his paper just centimetres from his face to enable him to read the questions.

After the examination he called Ernest aside and asked him about his condition. This was the first step towards a life-changing experience for Ernest Selala.

Since 2000, Ernest's eye sight was beginning to deteriorate. His condition is known as *keratoconus* which is a degenerative disorder of the eye. By the end of last year he only had 3% sight in his left eye and 10% sight in his right eye. Mr Eberlein approached an Optometrist friend, Murray Reyburn for tests. Mr Reyburn decided to get involved and he designed a new lens for Ernest. A lens that is similar to a usual contact lens, except that it is much bigger and stronger.



The Optometrist, Mr Murray Reyburn, who created a new life for Ernest Selala.

Then one day early this year, Mr Reyburn called Mr Eberlein to bring Ernest to him to fit the lens. This was the beginning of a brand new life for Ernest. The moment Mr Reyburn fit the lens onto his eye, a new world opened up to him. He immediately took a book that was on the table and began to read! His right eye now has 75% sight. "The day Murray Reyburn fitted that lens onto Ernest's eye and he could see for the first time after 12 years, I will never forget! What a joyful occasion it was", Mr Eberlein said.



Mr Eric Eberlein with Ernest Selala.

Despite his challenges, Ernest has been able to pass most of his subjects during his four years of study at UP by attending every lecture, listening intently in class and relying on his memory. Many of his friends have assisted him with assignments by typing his work for him when it was not possible for him to see on the screen or on the keyboard of his computer. Majoring in Physics and Mathematics, Ernest has also proven to be a passionate and popular mathematics teacher. The high school learners in his home village of Mamone near Jane Furst in Polokwane have enjoyed the benefit of the Mathematics Winter School that he has arranged at his high school for the past four years, building on the tradition he started when he himself was still a learner at the school and would present extra mathematics lessons to his peers in the afternoon.

"When I was at school some learners used to call me 'sefofu' which means 'blind man'. But that does not bother me anymore", he said.

Ernest now has a wonderful new life to experience. He also now realizes that if any teacher or family member could earlier have noticed that he had this disability, and could have referred him to the right person as Mr Eberlein did, he might have received appropriate assistance sooner. Now it is impossible to save his left eye which only has 3% sight. "I will always be aware of learners with possible disabilities and how I can be of assistance to them", he said.

Feedback to LEAP Maths and Science schools

The Centre for Evaluation and Assessment (CEA) is currently involved in a study with LEAP Maths and Science schools in Gauteng, Western Cape and the Inanda Seminary in KwaZulu-Natal.

The LEAP schools were founded to promote excellence in teaching and learning in specific disciplines such as Mathematics and Science, in addition to the critical area of reading literacy, and thereby to provide access for learners who show promise in these fields. As part of a quality assurance initiative, the CEA was brought in to develop assessment instruments from Grade 8 to 11, closely aligned to the national curriculum for the specific disciplines. As a part of the quality assurance design, feedback is provided to participating schools.

In February 2013, staff members from the CEA, Dr Caroline Long, Dr Lisa

Zimmerman and Mrs Karen Roux, Ms Celeste Combrinck as well as Mrs Corene Coetzee from the Science, Mathematics and Technology Education (SMTE) department held feedback sessions for these schools in the three provinces. Designed to give feedback to schools regarding overall results for all schools, these sessions provided individual school results in relation to other schools tested, overall topic results in each school and main findings.

In addition to the presentations, subject coordinators and teachers from the three subject areas held interactive sessions regarding both the findings from the assessments and teachers' reflections on their students' performance.

This project follows a collaborative approach in which CEA team members and teachers from participating schools work together to apply results in practical ways that benefit the teaching and learning process.

'Let's create a better learning community this year'

- Prof Cheryl de la Rey

Vice-Chancellor and Principal of the University of Pretoria, Prof Cheryl de la Rey, officially opened the 2013 academic year and also led University staff in celebrating the institution's 105th anniversary. Prof De la Rey delivered the address during the official opening of the academic year at Groenkloof on 26 February 2013.

During her address, Prof De la Rey encouraged the creation of a better learning community within the institution in order to address the issues affecting students. She said that all University personnel play a significant role in creating a learning community.

She called on unity between the two main aspects of the institution - academic and support personnel - to enable the University of Pretoria to become a learning community which meets the needs of the students in terms of their academic performance and achievements. She highlighted the need for an endeavour to bridge the divide between these two facets, so that the importance of everyone's role in our learning community is recognised.

'What we need to do this year is to bridge this gap by making an effort to connect with one another. We really need to speak and listen to one another from various parts of the University - not just work together - but talk to one another and try to connect. Not monologues - but to create opportunities for us to engage with one another and talk', said Prof De la Rey.

Prof De la Rey asked the deans and directors to arrange and facilitate a platform where she can talk to and engage with all staff members from their respective areas, with an emphasis on performance in 2012 and priorities for 2013. 'The focus of the University must be strongly on dialogue, and not monologue, and making sure that we are more inclusive and recognise the important role played by each and every staff member', she added.

This year will see the release of the new 'UP Journey for Change and Success' framework, which encourages a better learning community at the University. 'We should recognise that each of us can learn from one another, and we should be able to expand our horizons and ways of thinking. We must also recognise that our diversity, in terms of academic discipline, language, gender, race, ethnicity and religion, is an asset, because by engaging in dialogue with one another we are enabling our own learning and success', Prof De la Rey said.

Prof De la Rey mentioned how the journey - which will lead the University of Pretoria toward its objective and goals - begins with individuals. She called on all members to make the University better, and to start today by contributing to improving communities and the state of the nation.

Prof De la Rey outlined last year's performance and the challenges facing the University in 2013. She reminded the audience of the vision of the new strategic plan of the University of Pretoria (UP 2025) developed last year, which remains unchanged. The vision is to be a leading research-intensive university in Africa, to be recognised internationally for quality, relevance and impact, and for developing people, creating knowledge and making a difference locally and globally.

She mentioned significant achievements and improvements in every area of the University, and attributed these successes to the contributions made by the University's personnel.

Prof De la Rey said the University saw an increase in research output last year, both in publications and graduation of senior students. This has resulted in the University of Pretoria attaining the number one position in the number of publications produced by universities in South Africa, as recognised by the Department of Higher Education and Training. Last year also saw an undergraduate pass rate improvement to 83.4%.

With regard to student admissions, Prof De la Rey said the focus should not be exclusively about the number of students, but also of the quality of students the University attracts. She said 44% of young, talented school leavers of 2012 who gained six or more distinctions from across the country applied at the University of Pretoria.



Prof Cheryl de la Rey, Vice Chancellor and Principal at the University of Pretoria

This also means that planned work for 2013 should be intensified to meet the University's objectives of being the university of choice for the most talented young South Africans, and also the preferred choice for the most talented staff in the country and internationally.

Prof De la Rey said that efforts to create an enabling environment for both personnel and students will continue to be implemented. One of these initiatives will include the roll-out of the Wi-Fi service across the University, as well as to continue giving support to young academic staff members in their research endeavours.

The University of Pretoria will further benefit from the new infrastructure programme from the Department of Higher Education and Training. With the aid of the programme, construction work will commence at the Hatfield, Onderstepoort and Prinshof Campuses.

Prof De la Rey also addressed one of the biggest challenges facing the institution, namely the decline in government subsidy. She highlighted the fact that the subsidy remains steady, which does not reflect rising costs. She encouraged members to find ways of assisting the University in becoming more efficient and productive, and at the same time getting involved in initiatives which will increase income for the University, such as raising the research income by finding more donor funding for scholarships and bursaries for students.

Regarding future plans, Prof De la Rey indicated that the University of Pretoria has been tasked by the Department of Higher Education and Training to submit enrolment projections for the next five years. She anticipates growth in certain areas of the University in the next five years, with growth projected at 1.7% at undergraduate level, while a high level of growth is expected amongst postgraduates, helping the University achieve its most important goal of becoming a leading research-intensive University. Prof De la Rey emphasised that particular growth areas at the University will determine how the institution meets its objectives as enshrined in its vision, for instance in science and engineering, medical and veterinary science and education.

With the envisaged growth projections, the University of Pretoria will increase its current contact students rate of 46 000 to 63 000 by the year 2019. Prof De la Rey said that growth at the University is inevitable and necessary due to the need for skilled workers nationally, coupled with the rising ambitions of the majority of young South Africans who are aiming for a university education. 'We must grow, but do so responsibly so as not to diminish the quality of our education,' she concluded.

Boektoekenning in Graad 1 die grootste invloed op haar beroep



'n Boektoekenning wat sy in Graad 1 ontvang het, het 'n deurslaggewende rol gespeel in die lewe van me Julene Vermeulen, wat in Februarie 2013 as die Fakulteit Opvoedkunde se Fakulteitsbiblioteekbestuurder aangestel is. Dit was waar haar liefde vir boeke begin het, en deesdae spits sy haar daarop toe om personele en studente te motiveer om 'n liefde vir boeke en vir lees te kweek.

Me Vermeulen het oor die afgelope 30 jaar verskeie posisies in die biblioteke van UP se Fakulteite Geesteswetenskappe en Teologie op die Hatfieldkampus beklee. 'Dit was vir my 'n wonderlike geleentheid om by die Fakulteit Opvoedkunde se biblioteek te kon kom werk. Dit is 'n aangename omgewing wat allerlei nuwe uitdagings vir my inhou. Opvoedkunde stagneer nie.'

Sy hou baie van die Groenkloofkampus met sy pragtige omgewing en landelike gevoel waar 'n gesellige dog akademiese atmosfeer heers. 'Hier is ek in 'n groot mate op myself en my span aangewese; ek kan meer kreatief wees en nuwe goed probeer, soos byvoorbeeld die Biblioteekweek.'

Vir Me Vermeulen was boeke nog altyd 'n passie, en gedurende haar laer- en hoërskoolloopbaan het sy in die skoolbiblioteek gewerk. In 1983 is sy as klerk in die Merenskybiblioteek se tydskrifte-afdeling aangestel.

Die destydse assistent van die biblioteek, mev Bettie Langkilde, het haar aangemoedig om vir die direkteur kursus in Biblioteek- en Inligtingkunde in te skryf en in 1983 het sy deelyds met die graad begin. Mev Langkilde het haar toegelaat om gedurende werkure klasse by te woon. Gedurende haar studie het sy boekbestellings gedoen, waarna sy weer tot vanaf 1996 in die tydskrifte-afdeling werksaam was.

Tussen 1999 en 2011 het sy as inligtingkundige gewerk voordat sy as Fakulteitsbiblioteekbestuurder aangestel is. Intussen het sy ook 'n BA(Hons)-graad met spesialisering in Uitgewerswese voltooi en tans werk sy aan haar navorsingsvoorstel vir 'n meestersgraad in Inligtingwetenskap. Die tema vir haar navorsing is 'Embedded librarianship' en hoe dit by die Universiteit van Pretoria se Biblioteekdienste toegepas word. Die bevindinge van haar navorsing kan die dienste wat die biblioteek aan sy gebruikers, naamlik studente, dosente en navorsers lewer, verbeter en verdiep.

In haar vrye tyd geniet Julene mosaïekwerk, tuinmaak en skilder. Sy fynkam graag resepteboeke vir lekker nuwe disse en hou daarvan om op haar stoep te sit en ontspan.

Nog iets wat haar na aan die hart lê, is om te verseker dat die biblioteek so groen en ekovriendelik moontlik is. "By die biblioteek werk ons nie net vir onself nie - ons werk ook vir ander. Die kliënt kom altyd eerste en respek vir elke individu is baie belangrik," sê sy.



Ms Julene Vermeulen

Postdoctoral fellow in Faculty of Education

Dr Samuel Kolawole Adeyemo from the Philippines was welcomed as a postdoctoral fellow in the Faculty of Education in January 2013. He is one of the Vice-Chancellor's postdoctoral fellows and is working under the mentorship of Prof Chika Sehoole, Head of the Department of Education Management and Policy Studies.

Dr Adeyemo obtained his PhD degree in Educational Management at the Cavite State University in the Philippines in 2011. He previously studied Accountancy, Marketing and has a MBA (general management) before diverting to the field of education management for his doctorate. He also completed a professional development short course in managing the teaching and learning process from the University of Cambridge.

As part of his studies at UP, Dr Adeyemo is currently working with Prof Sehoole on a paper that focuses on the role of quality assurance to ensure the production of quality and relevant skills in the Philippine higher education system. This will be followed by two other papers, the first focusing on quality assurance in South Africa and the second on the comparative dimensions of quality assurance in South Africa and the Philippines.

Since his arrival in South Africa, Dr Adeyemo has translated his PhD dissertation into a book, titled Management techniques for school administrators: decision-making paradigm. His scholarly research interests include quality assurance in higher education, higher education policy and leadership.

In his free time, Dr Adeyemo loves to read, travel, play the piano and sing. 'I am the first-born child with three brothers and one sister. We grew up in a church founded by my parents. This is where I learned about developing a godly character, integrity and how to be diligent and hardworking', he says.



Dr Samuel Kolawone Adeyemo

Lewensredding is sy passie

Ruan Marais, 'n tweedejaar student in BEd: VOO (Menslike Bewegingskunde en Sportbestuur) het aan die Suid-Afrikaanse Lewensreddingkampioenskappe deelgeneem wat in die Strand (Kaapstad) vanaf 20-23 Februarie 2013 plaasgevind het. Ruan het 2 bronsmedaljes verower.

Hy is ook gekies vir die 'High Performance Squad' en gaan Suid-Afrika later in Australië of Duitsland verteenwoordig.

Ruan Marais



Martial arts - a combination of sport and religion



Martial arts - for him it is a combination of sport and his religion.

Matthew Christopher, a third year BEd Human Movements Sciences and Sports Management student in the Faculty of Education, is an achiever in martial arts. These martial arts, called Tang Soo Do Korean, is practiced by well-known martial artists such as Chuck Norris and Michael Jae White. This style incorporates

techniques from many styles and it includes a variety of weapons such as a sword, bow staff and 'nunchakus'.

Matthew has always been fascinated with martial arts since he was a child and began to practice the arts at the age of 12. Jackie Chan and Bruce Lee inspired him. Matthews dream is to be a Power Ranger as they are a group of people who stand up for what is right.

What he enjoys most about the martial arts is the confidence and discipline it has taught him. 'It is all about a positive attitude, self-control and respect. I have gained many values from this lifestyle', he said. outspoken about his Christianity. 'I give all the glory to my Lord and Saviour Jesus Christ for blessing me greatly and helping me to reach my potential', he said.

His achievements include South African National Junior Protea Colours for Tang Soo Do in 2007 when he represented South Africa at the Tang Soo Do Martial Arts World Championships in the Netherlands. He also received a gold medal and a silver medal at championships at Wits University and he won various national and international tournaments.

Matthew also won the Chappies Movie Making Competition and he was an Honorary Game Ranger at the Kruger National park. He

received the Opperman Trophy for the Best Spirit Award for Tuks Top Junior and Senior SIFE/ENACTUS Leadership Development Programme. 'My ultimate goal is to live my life to the glory of God and to bring others to Him', he said.



Matthew Christopher - awarded internationally in martial arts

DRC child soldier motivates Education students

Mr Joshua Sadike from the Democratic Republic of Congo visited the Faculty of Education on 13 March 2013 to share his motivational life story with the Life Orientation students.

Dr Maureen Barnard, Senior Lecturer in the Department of Early Childhood Education, invited Joshua to emphasise to the Education students that there is hope for all children and that educators should never give up on a child. 'Many children grow up under terrible circumstances and educators should not only focus on the academic aspects, but also take note of a child's domestic circumstances to make a difference in that child's life,' she said.

Joshua was captured in his village in the DRC in 2001 at the age of nine and trained as a soldier. He was involved in the fighting between the Hutus and Tutsis in the DRC. There he and his friends were tortured and injected with muti, which was supposed to make them immortal. But Joshua saw how his friends died one after the other, and realised that he had to get away.

One day, when he and three other friends were sent to fetch water at the river, they escaped and went back to their village. However, when the people of the village saw him, they threatened to kill him and his mother. To save his mother's life, he crossed the border to Tanzania, where he ended up in a refugee camp. But conditions there were bad and he had to steal to eat. He went from one camp to another, until he reached South Africa. He lived on



The students enjoyed his presentation



Joshua Sadike motivating the students

the street for almost a year, until his path crossed the ECHO Outreach Project.

ECHO, a private welfare organisation, managed to secure sponsors for Joshua's psychological counselling and school fees. Joshua, who is French speaking, had no primary school education, as he was a child soldier. He is now in Grade 12 and 18 years old. Last week, he was chosen to be on the student council of his school.

Joshua's dream is to become a political leader and to do away with corruption in Africa, as he has first-hand experience of what it does to a person. He sees war as a form of corruption.

The biggest lesson of Joshua's story is that he made it to the top, despite his circumstances, says Dr Barnard. 'Therefore no privileged university student has an excuse to not make a success of their life and career!'

Jakarandia active and well

Jakarandia is the Faculty of Education's faculty house, situated on Groenkloof Campus. In the absence of day houses for Education students, it is active in student life and takes part in Rag, lenkmelodienk and sport.

Although it participates in these social events, academic studies are still Jakarandia's top priority. Therefore it conducted an orientation programme for all first-year day students, with information sessions to help with any difficulties in constructing timetables and provided a campus tour to familiarise students with the layout of the Groenkloof campus and where the different venues are situated. All house committee members were available for queries and to give the new students a warm Groenkloof welcome.

Jakarandia members are part of a large, caring, understanding and helpful family. Students are urged to join and become part of the family!



Prof Irma Eloff, Dean, with the enthusiastic members of the Jakarandia House Committee

Jakarandia sport

It has been an exciting and challenging year for sport at Jakarandia faculty house this year. Because of all the various sport seasons that run throughout the year, there is no time to sit still!

Jakarandia's house committee's member for sport has the responsibility to sign up all the teams for their different leagues. Once the teams are signed up he keeps the players updated on when they play and who they play against and also ensures that there is a full team to play the match. He also is responsible for informing players about rules and regulations.

The faculty house's cricket team had a very good season and came fourth in the league. They are looking forward to next year's season. Rugby is still underway and they are currently practicing for future games. Although they had a shaky start, the faculty house is convinced the boys can pull it together.

Soccer and hockey also kicked off and things are really looking good. The boys have the heart to play - and then anything is possible. Jakarandia has thus far signed up for four types of men's sports, namely rugby, cricket, soccer and hockey. We hope to expand even more from here on.

Dean welcomes first-year students and parents

The Dean of the Faculty of Education, Prof Irma Eloff, welcomed the first-year education students and their parents on campus on Saturday, 26 January 2013.

The students and their parents gathered in the Sport Centre to be encouraged by the Dean and also to be informed by Ms Melinda Joubert about the orientation period and what to expect from the Faculty of Education in their years of study. She motivated them to focus on their studies but to also be involved in what the campus offers them.

Adrian Verheyke introduced the students to the Jakarandia student house and encouraged them to participate in the many campus activities.

The students could enjoy the many stalls and the wonderful scenery of the Groenkloof Campus and the lovely environment of nature, the dam, geese, ducks, trees and the tranquility of a view over the Groenkloof koppie.

The Faculty of Education is proud to have a high intake of education students for 2013.



More than 1600 students and their parents attended the welcoming day



The Faculty of Education on the Groenkloof campus



Prof Irma Eloff with a group of Call Centre students



Visitors streamed to the campus



Ms Andria Ungerer with Ms Linda Bosman and Mr Eric Eberlein



Many staff and students participated in the event



Visitors to the campus



Open Day - Education the obvious career choice



Ms Linda Bosman talking about the Early Childhood Education programme



Prof Kobus Maree addressed the prospective students and their parents in the Gymnasium Hall



Ms Hannie de Weerd informs a mom and daughter about the programmes



The residences had a lovely display



Music with a flair!



Open Day 2013 - Groenkloof the Campus to be



Visitors enjoyed the campus



The sacred world of ART - Mr Peter Binsbergen, Ms Annelise Bowker, Ms Kay Potts and a student



To know is to understand

Residence participation



Questions on Education in the future were also addressed



TuksSport was well represented on the day



Prof Rinelle Evans (left) motivated students during an information session. Seen with her is Prof Cecilia Bouwer



Open Day 2013 at the Faculty of Education was once again an opportunity to show prospective students and their parents what is offered on Groenkloof Campus.

About 1400 people visited Groenkloof Campus on the cold morning of 18 May 2013 to familiarize them with the academic programmes offered; the sport facilities; the Information Technology laboratories; client services; restaurants; facilities; art; music; student support; the gymnasium on campus; student administration and the Education Library. The residences also had stalls and members of the House Committees spoke to prospective students and their parents about the uniqueness of their residences.

Prof Kobus Maree, Acting Dean on behalf of Prof Irma Eloff said in his address that the Faculty of Education is proud of the fact that top-achieving students are to an ever-increasing extent choosing education as their preferred field of study. Furthermore, the Faculty is exceptionally proud of its committed staff - both academic and support.

Prof Rinelle Evans motivated the students and gave them very good insight into what to expect from this very noble career. She also said: "To become a good teacher you need at least to like children, love learning, live life and learn to laugh!"

Visitors to the campus had the opportunity to also appreciate the peaceful environment with the Groenkloof dam; the lovely trees; the Klapperkop in the background; beautiful lawns; modern buildings and the excellent facilities the campus offer.

A record number of staff of the Faculty was present on the day to inform parents and prospective students about the possibilities in the teaching career and what the different programmes entail.