

INSIGHT

Faculty of Education Insight Newsletter



UNIVERSITY OF
ZULULAND



FROM THE EDITOR-IN-CHIEF



This 3rd edition of *Insight* newsletter is replete with news on student and staff achievements, departmental news and staff development projects in the Faculty of Education for the 2019 academic year. Staff and students have excelled in the bailiwicks of Research and Teaching and Learning.

This year the Faculty boasts a multitudinous number of students who graduated with undergraduate and postgraduate degrees. This achievement was complemented by the record number of staff who attained Masters and Doctoral degrees. This year also recorded the first cohort of staff graduates in the Postgraduate Diploma for Higher Education and the number of staff members who presented papers at national and international conferences was phenomenal. Staff members in the USDP programme went on a 2 week trip to Penn State University. At the Annual Research Awards staff in the Faculty of Education excelled in most categories, giving credence to the view that the Faculty of Education is growing in stature in the university community. *InSight* highlights all these stupendous achievements in both print and images.

I want to place on record my prodigious gratitude to Professor Maphalala for creating an enabling environment in the Faculty for staff and students to flourish and for his abiding support of the *Insight* newsletter and its mission: to showcase the achievements of staff and students in the Faculty of Education.

Dr Pravina Pillay

MESSAGE FROM THE DEAN OF THE FACULTY OF EDUCATION



We are happy to bring you the 3rd edition of the Faculty of Education newsletter. This newsletter was established in 2017 to share more information on teaching and learning, research, community engagement, achievements and recognition of staff and students in the Faculty. Last year was a particularly good year in the Faculty. Nine of our academic staff members graduated with postgraduate degrees. (Eight with Doctoral degrees and one with a Master's degree). In this cohort there are 7 graduates from UNIZULU, 1 from UKZN and 1 from Wits.

The Faculty developed 8 new B. Ed Honours programmes. These programmes have been evaluated and approved by DHET and have now been submitted to CHE for accreditation and will later be forwarded to SAQA for registration. The Faculty hosted a teaching practice indaba which aimed at helping to streamline the teaching practice of the new programmes in line with the DHET Minimum Requirements for Teacher Education Qualifications (MRTEQ) framework. There is a need to engage on a continuous basis within the Faculty on how to assure quality in order to maintain the accreditation status of these programmes.

The Faculty continued to host weeklong postgraduate seminars for students in June and December 2019 and conducted visits to clusters in Limpopo as well as eSwatini. These seminars and visits dealt with all matters relating to research (academic integrity, academic writing, research methodology, proposal writing, etc.) and served as platforms for students' voices to be heard and assist them to complete their studies within the minimum period.

Our M. Ed Educational Psychology was reviewed by HPCSA on the 10 September 2019 and we are awaiting the report to guide us on how we need to continuously improve our offering.

We have also seen an increase in the research output of the Faculty which is due to the support received from the research office and the number of research intervention programmes initiated in the Faculty.

I take this opportunity to thank all our students and staff for their contributions in improving the academic enterprise in the Faculty of Education during 2019.

Professor MC Maphalala

THE DEAN (Professor MC Maphalala)

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STUDENT GRADUATIONS

Students Who Attained Honours, Masters and Doctoral Degrees in 2019



Above: Doctoral students at the 2019 graduation

In the 2019 academic year, the Faculty of Education graduated a record number of Honours, Masters and Doctoral candidates at its three graduation ceremonies convened 13 May (session 1); 13 May (session 2) and 14 May (session 1). A total number of 49 students graduated with Honours; 29 with Masters and 12 with Doctoral degrees. This is a new record set in the Faculty of Education and we are very proud of this achievement. Congratulations to all graduates, their supervisors, the Deputy Dean of Research and Innovation and the members of the Faculty's Higher Degrees and Ethics Committees.

Undergraduate Students Who Attained Bachelor of Education Degrees and Postgraduate Certificates in Education

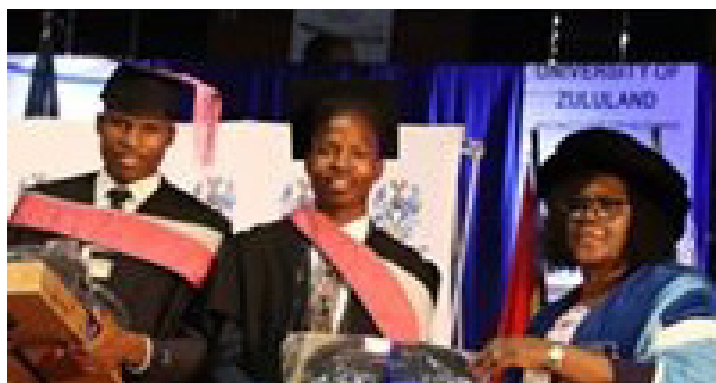


Above and above right: Undergraduate students receiving their degrees

This year the Faculty of Education also graduated students in the Bachelor of Education and PGCE programmes. A total number of 984 students were conferred with Bachelor of Education Degrees and 346 with PGCE.



Left and below: Undergraduate students who excelled in their academic programmes



Staff who attained Masters and Doctoral Degrees in 2019

A total of 9 permanent and 2 part-time staff members attained Doctoral and Master's degrees in 2019. The permanent staff who graduated with the aforementioned degrees are as follows:



Dr MC Dube



Dr BP Nkwanyana



Dr MV Nzama



Dr CP Nyathikazi



Dr RG Mkhasibe



Dr N Maluleke



Mrs NH Ndaba

The permanent staff who graduated with the aforementioned degrees are as follows:

- **Dr PJ Kok** received his D.Ed. degree in MSTE from the University of Zululand. The title of his thesis is: **Effects of Prior Spatial Experience, Gender, 3D Solid Computer Modelling and Different Cognitive Styles on Spatial Visualisation Skills of Graphic Design Students at A Rural-Based South African University.**
- **Dr RG Mkhasibe** received her D.Ed. degree in Curriculum Studies from the University of Zululand. The title of her thesis is: **Evaluation of Pre-Service Teachers' Readiness to Teach: A Case Study of a South African University.**
- **Dr TW Chinaka** received his D.Ed. degree in MSTE from the University of Zululand. The title of his thesis is: **The Effects of the Box-and-Bead Analogy to Alleviate Alternative Conceptions in Chemical Kinetics: A Case Study of First Year University Chemistry Students.**
- **Dr MV Nzama** received his D.Ed. degree in Educational Psychology from the University of Zululand. The title of his thesis is: **An Afrocentric Model of Understanding Substance Abuse Among High School Learners in King Cetshwayo District.**
- **Dr MC Dube** received his PhD degree in History Education from the University of KwaZulu Natal. The title of his thesis is: **The Views of Selected South African Teachers on School History as Specialized Subject Knowledge.**
- **Dr CP Nyathikazi** received her PhD degree in IsiZulu from the University of Zululand. The title of her thesis is: **Injula Ngenjumbane Eyethulwa Ngu JC Buthelezi Emsebenzini Osihloko Sithi: Impi Yabomdabu Isethunjini.**
- **Dr N Maluleke** received her PhD degree from the University of Witwatersrand. The title of her thesis is: **Bilingual Literacy Trajectories in the Early Grades: An Exploration of the Interface Between Pedagogy, Texts, and Classroom Print Environment.**
- **Dr BP Nkwanyana** received his PhD degree from the University of Zululand. The title of his thesis is: **Coping with Psycho- Social Influence of Cyber Bullying in KwaZulu-Natal secondary Schools.**
- **Mrs NH Ndaba** received her M. Ed degree in Curriculum Studies from the University of Zululand. The title of her dissertation is: **An Assessment of the Implementation of Continuing Professional Teacher Development (CPTD) in King Cetshwayo District.**

The following part-time/temporary lecturers attained their Doctoral Degrees in 2019

- **Dr NDF Khumalo** received her PhD degree in Curriculum Studies from the University of Zululand. The title of her thesis is: **The Influence of Standardised Testing on Teaching and Learning: A Case Study of Annual National Assessments in King Cetshwayo District Primary Schools.**
- **Dr NP Dlamini** received her PhD in Curriculum Studies from the University of Zululand. The title of her thesis is: **The Perspectives of Stakeholders about the incorporation of Chess into the Curriculum Practice in King Cetshwayo District Primary Schools.**



Dr NP Dlamini



Dr NDF Khumalo



Staff who attained Postgraduate Diplomas in Higher Education

Professor Mabusela



Dr Kent

Three staff members received their postgraduate Diplomas in Higher Education at the University of KwaZulu- Natal in April last year. The graduates are as follows::

- Professor MS Mabusela
- Dr A Krishnanair
- Dr CD Kent

Professor Maphalala to lead CHE Research Team on Staffing



Professor Maphalala was invited by the Council on Higher Education (CHE) to lead a research team on staffing. He will be working on a project assessing the performance of the Higher Education system over the past 25 years against national targets.

His co-researchers will be Dr Nhlanhla Mpfu from the University of Free State and Professor Monwabisi Ralarala from the Cape Peninsula University of Technology. We wish him with this new project.

Congratulations to all graduates!

Staff Promoted in 2019



Professor Nzima



Professor Mabusela



Dr BT Gamede

Three staff members were promoted in the Faculty of Education.

- **Professor Dumisani Nzima**, Deputy Dean of Research and Innovation, was promoted from Associate Professor to Professor.
- **Dr Sewela Maria Mabusela**, Deputy Dean Teaching and Learning, was promoted to Associate Professor.
- **Dr Bongani Thulani Gamede**, from the Department of Social Sciences was promoted to senior lecturer.

The Faculty of Education congratulates these candidates on these milestone accomplishments!

Dr Pravina Pillay appointed to National Research Foundation Panel

- Review of Applications in the Thuthuka Research Programme



Dr Pravina Pillay was appointed by the National Research Foundation (NRF) for the second year to serve as a Panel member on the Review Panel Committee for the adjudication of applications submitted in the Social Sciences and Humanities Panel to the above mentioned 2019 call. The panel met on 29 and 30 August 2019 at the NRF offices in Pretoria. Panel

members were required to provide technical notes and review reports on applications.

Dr NKHENSANI MALULEKE

Attends the Teaching English to Speakers of Other Languages (TESOL) Exchange: A programme for English Language Fellow Host Institution Administrators

Dr Nkhensani Maluleke attended the TESOL exchange programme from the 5th to the 16th of March 2019 in Detroit and Atlanta. The purpose of the visit was to exchange experiences in hosting American English language fellows by administrators from around the world and to share best practices for English Language Teaching to speakers of other languages.

The TESOL exchange is a programme of the United States Department of State's Bureau of Educational and Cultural Affairs Office of English Language Programmes. The programme has been running for 50 years (since 1969) where American English Language fellows are invited to teach English in different parts of the world. To celebrate the 50th anniversary, the United States (US) Department of State nominated host institution administrators from around the world to attend a two-week cultural exchange programme. Dr Maluleke was tasked to administrate the collaboration between the Faculty of Education, the University of Zululand and the US Department of State. A memorandum of understanding between the aforementioned parties culminated in the Faculty of Education hosting an American English Language Fellow, Ms Melissa Nicholas, for a total of 10 months in 2016.



Dr Nkhensani Maluleke



Ms Nicholas and Dr Maluleke

STAFF DEVELOPMENT

University Staff Capacity Development Programme (USDP)



University Staff Capacity Development Programme (USDP) is a DHET funded UCDP collaborative initiative involving the University of Zululand (UNIZULU), Durban University of Technology (DUT), Rhodes University and Penn State University. Ten Academics, drawn from 3 South African universities, participate in this intensive four-year programme with its *foci* on PhD completion, mobility, supervision capacity development and the generation of high impact research. The programme hopes to achieve its objectives by releasing the selected candidates from teaching responsibilities and offering mentorship support, thus ensuring the timely completion of his or her PhD.

This programme commenced in the 2018 academic year and will run continuously for four years. The first three years of the programme will focus on PhD completion and the final year on the generation of scholarly publications. At the apex of the USDP is the attainment of quality, equity and success, as envisioned by the University Capacity Development Programme (UCDP).

The DHET funding covers the following:

- Registration fee to the value of R10000, allocated in the first year.
- Cohort support and mentorship in the form of Doc weeks (Contact session on a continuous basis).
- Two weeks' residency at Penn State University (visas, flights, accommodation and meals fully paid).
- Local conference presentation to the value of R15000.
- Writing retreat and critical reviewing of manuscripts.
- Creative and innovative supervision models will be explored, which could also have a supervisory capacity development focus.
- Support mechanisms to provide candidates with the opportunity to complete within a set timeframe.
- A publication from each candidate's work.

Two Weeks' Residency in the US (Penn State University)

Eight staff members from UNIZULU, as part of this partnership, visited Penn State University for the duration of two weeks, 03 -14 June 2019. The project responds to the question of globalisation and internationalisation as key drivers for social and economic change globally. In order for Africa to grow economically, and for South Africa to thrive, the mobility of people has to be a central feature and the academic sphere is not excluded from such mobility. Through ensuring that these academics have the necessary mobility, the programme will enable them to have access to expertise and resources beyond the local context. These academics will work with US mentors who will enrich the programme with their international perspective and experience.

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Two Weeks' Residency in the US (continued)

South African mentors and USDP candidates who travelled to Penn State University are as follows:

#	Name of Delegate	Title	Institution
1.	Kutame Azwidohwi Philip	Prof	University of Zululand
2.	Maphalala Mncedisi Christian	Prof	University of Zululand
3.	Nzima Dumisani Russel	Prof	University of Zululand
4.	Makhubu Sphelele Sanele	Ms	University of Zululand
5.	Mokoena Sello	Mr	University of Zululand
6.	Khumalo Primrose Ntombenhle	Ms	University of Zululand
7.	Msweli Zanele Priscilla	Ms	University of Zululand
8.	Chinaka Willard	Mr	University of Zululand
9.	Mckenna Sioux	Prof	Rhodes University
10.	Quinn Lynn	Prof	Rhodes University

University Staff Development Programme - University of Columbia

Five staff members from the Faculty of Education will visit University of Columbia (Education College) for the duration of 5 months (12 January-13 May 2020) as part University Staff Development Programme funded by DHET. USDP collaborative programme is between University of KwaZulu Natal (UKZN), University of Zululand (UNIZULU), Durban University of Technology (DUT) and University of Columbia.

Twenty academics drawn from 3 South African universities participate in this intensive four-year programme focused on PhD completion, mobility, supervision capacity development and the generation of high impact research. The programme seeks to achieve its objectives by releasing the selected candidates from teaching responsibilities and offering mentorship support, thus ensuring the timeous completion of their PhDs.

This programme commenced in 2018 academic year and will continuously run until 2022. The first three years of the programme will focus on PhD completion and the final year on the generation of scholarly publications. At the apex of the USDP is the attainment of quality, equity and success, as envisioned by the University Capacity Development Programme (UCDP).

The USDP funding covers the following:

1. Book allowance to the value of R10000, allocated in the first year.
2. Cohort support and mentorship in the form of Doc weeks (Contact session on a continuous basis).
3. Five months' residency at University of Columbia and enrolling for one course/module for non-degree purposes.
4. Attendance of a local conference presentation to the value of R15000.
5. Attendance of an international conference presentation.
6. Writing retreat and critical reviewing of manuscripts.
7. Creative and innovative supervision models will be explored, which could also have a supervisory capacity development focus.
8. A publication from each candidate's work.

Staff Members

1. Nontobeko P Khumalo
2. Petrus J Kok
3. Admire Chibisa
4. Talasi Tatolo
5. NtandokaMenzi P Dlamini

International exposure

The project responds to the question of globalisation and internationalisation as key drivers for social and economic change globally. In order for Africa to grow economically, and for South Africa to thrive, the mobility of people has to be a central feature. The academic sphere is not excluded from such mobility. Through ensuring that our academics have the necessary mobility, the programme will enable these academics to have access to expertise and resources beyond the local context. Our academics will work with mentors from the United States (USA) who will enrich the programme with their international perspective and experience.

National imperatives

The partnerships are supported through a collaboration grant by DHET to help achieve the targets set by the National Development Plan (National Planning Commission) which states that by 2030, 75 per cent of university academic staff should hold PhDs. Currently, only about 44% of permanent academics in South Africa hold PhDs.

University of Columbia

Founded in 1754 as King's College by Royal Charter of King George II of England, Columbia is the oldest university in the state of New York and one of the oldest in the USA. Its main campus in the heart of New York City on Broadway.

In 2017, Columbia was ranked 8th in the world by Academic Ranking of World Universities, 18th in the world by QS World University Rankings, 14th globally by Times Higher Education World University Rankings and 8th in the world by USA News and World Report.

Between 1996 and 2008, 18 Columbia affiliates have won Nobel Prizes, of whom nine are faculty members while one is an adjunct senior research scientist (Daniel Tsui) and the other a Global Fellow (Kofi Annan).

Faculty of Education

The Faculty of Education is encouraging staff who were appointed without PhDs to attain them as soon as possible. We recognise the relationship between a PhD and the ability to do research and supervise research students. The USDP programme is one of the strategies in the faculty that can enable staff to focus on their studies so that they finish and assist in increasing the research output and postgraduate throughput rate as well as improving teaching and learning.





Department of Education Psychology and Special Education undergo two reviews within a ten month timeframe

The Department of Educational Psychology and Special Education faced immense pressure as they prepared for the cyclical external Programme Review by the Health Professions Council of South Africa (HPCSA). The department decided to volunteer itself for an internal review culminating in a request being made for an Internal Review by UNIZULU which took place from 7 - 9 November 2018. The rationale for this decision was the realisation that the department was not ready for the review by the HPCSA scheduled for the 10th September 2019 and the internal review would be useful in addressing the existing shortcomings. At stake was the Professional Master's Programme and the internship hosted by the Child Guidance Clinic offered by the Department of Education Psychology and Special Education.

Staff of the department and other significant stakeholders banded together and worked very hard so as not to compromise the Programme's accreditation. It must be noted that UNIZULU is one of the very few universities in South Africa that offers the Master of Education in Educational Psychology, whereupon completion of the two year programme, students can register with the HPCSA as an Educational Psychologist.

The Internal Review Committee commissioned by the Deputy Vice Chancellor Teaching and Learning made significant findings and pointed out the department's limitations and shortcomings. The Department appreciated the honest and brutal findings of the Committee, particularly on infrastructural and staff shortage. The external review was completed on the 10th September 2019 and the department awaits the formal presentation of the report by the HPCSA but the staff are cautiously optimistic.

Professor Hlongwane wishes to place on record his sincere gratitude to the staff of the Departments of Educational Psychology and Special Education for their commitment and dedication in ensuring an external review that was seamless. He would also like to thank the Deanship, Quality Assurance, ICT, PPO and the Executive Management of UNIZULU for their financial and emotional support.

TEACHING PRACTICE INDABA

The Faculty of Education hosted a Teaching Practice Indaba on 05 and 06 June 2019 at the UNIZULU Science Centre. The purpose of this Indaba was to engage academics and the Faculty of Education in an interactive discussion on a wide range of issues relating to Teaching Practice (TP) to improve this offering in the Faculty.

The Faculty of Education has introduced 5 newly accredited programmes (B. Ed Foundation Phase, B. Ed Intermediate Phase (Humanities), B. Ed Intermediate Phase (MSTE), PGCE (Senior & FET) and PGCE (FET). Teaching Practice is an integral part of any initial teacher education programme as it prepares pre-service teachers for the world of work. This workshop/Indaba was necessary to help streamline TP in the new programmes in line with the DHET Minimum Requirements for Teacher Education Qualifications (MRTEQ) framework. There is a need to engage on a continuous basis within the Faculty on how to assure quality in order to maintain the accreditation status of these programmes.

The Indaba sought to achieve the following objectives:

- Streamline TP in the new programmes in line with the DHET Minimum Requirements for Teacher Education Qualifications (MRTEQ) framework
- Learn research-based strategic learning and teaching practices
- Collaborate with colleagues on best practices regarding teaching practice
- Share experiences with colleagues on how to ensure student success
- Explore teaching practice issues that impede student success and learn how to deal with them

- Explore various innovative strategies to incorporate e-learning in facilitating teaching practice modules

Sessions during the Indaba offered the opportunity to discuss shared experiences and knowledge with colleagues. Throughout the sessions, participants reflected on how new models of conducting teaching practice could be implemented in our programmes in line with the accreditation requirements.

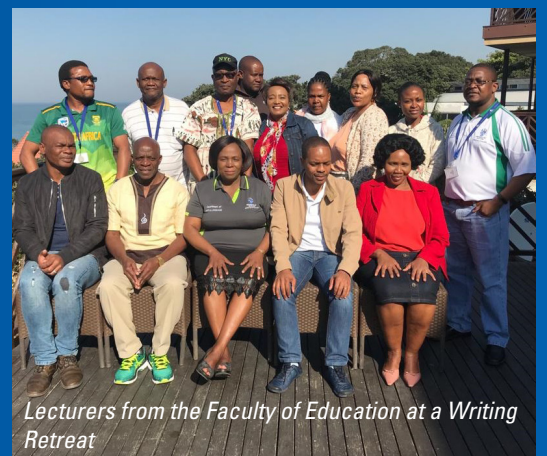
The output of the Teaching Practice Indaba was the following:

- A flow chart for Faculty of Education TP Model
- Checklist for supervisors
- Summative classroom observation and evaluation schedule
- B Ed/PGCE summative classroom observation and evaluation schedule
- Evaluation tool for grades 4 – 12
- Evaluation tool guidelines for TP
- Journal entries for TP
- School Experience observation
- Work book B.ED. year 2
- Mentor teacher guidelines
- Rubric for The Professional Portfolio of Evidence for ETSE 400
- Service-learning projects within school experience (year 1-4)
- Pre-requisites to passing TP modules
- School Experience Journal (School Experience years 1-4)
- Professional Practice Schedule for 201.
- Teaching strategies and methods
- TP administration form.
- TP assessment guidelines

Writing Retreats and South African Technology Network Programme

Four writing retreats were organised for academics in the Faculty of Education on the following dates: 24 - 28 June; 4 - 8 September; 7 -10 November and 26 -29 November 2019. The milieu was the picturesque Ocean Reef Hotel in Zinkwazi. Academics were able to work in a halcyon environment that was conducive to writing scholar articles for publication in accredited journals. They were given support by the established researchers in the Faculty. The academics found the experience exhilarating.

On 2 - 6 September 2019, a cohort of academics working on their doctoral projects, as well as emerging supervisors, were invited to the South African Technology Network Programme, for support towards completion of their studies and capacity building for supervisors. These initiatives are an integral part of the larger project, Vision 2020, spearheaded by the office of the Dean.



Lecturers from the Faculty of Education at a Writing Retreat

Conferences Convened at International Venues:



**Professor MC Maphalala
- United Kingdom**

Professor Maphalala delivered a paper in the United Kingdom.

- **Maphalala, MC (2019).** The Conscious and Unconscious Dimension of EAP: A Case of Initial Teacher Education, BALEAP Conference, Leeds, 12 - 14 April.



Dr SA Olaniran - Scotland

Dr SA Olaniran presented a paper in Dundee, Scotland.

- **Olaniran, SA (2009).** Looking through the eyes of Adult and Community Education in the Fight Against Child Marriage in the Sub-Saharan Africa, Dundee, 23 - 26 June 2019.



Dr P Pillay - Malaysia

Dr Pillay is pictured receiving a plaque from the organiser of the conference for being the keynote speaker. She also chaired a conference session.

- **Pillay, P. (2019).** Role of Assessments in English Language Education at a Rural-Based University in South Africa, 14th International Conference on Language, Literature, Culture and Education, Kuala Lumpur, 6 - 7 July 2019.



**Dr HR Mhlongo, Dr N Maluleke, Dr A Kobylarek (Host) & Prof MS Mabusela
- Poland**

The conference on Education, Culture and Society was hosted by the University of Wroclaw, in Wroclaw, Poland from 11 -13 September 2019.

Conference presentations:

- **Maluleke, N (2019)** Text Prototypes and Reading Comprehension Levels for Early Reads in a Bilingual Classroom Context.
- **Mabusela, MS (2019)** Fostering Active Engagement when Teaching Large Classes.
- **Mhlongo, HR (2019)** The Experiences of Educators with English as the Language of Learning and Teaching in the Intermediate Phase.

Conferences Convened at National Venues:

- **LG Legodu and Nkoane, MM (2019).** Use of School Vegetable Garden as an Indigenous Knowledge System Pedagogic Praxis to Enhance Theoretical Probability. (03-05 July). An International Conference on Scholarship in the 21st Century. Central University of Technology (CUT), Bloemfontein, RSA.

- **Nkoane, MM (2019).** Emancipatory Hope Decolonising African Pedagogic Praxis: A Case for South African Higher Education Institution. (03-05 July). An International Conference on Scholarship in the 21st Century. Central University of Technology (CUT), Bloemfontein, RSA

- **Nkoane, MM (2019).** Emancipatory Hope Decolonising African Pedagogic Praxis: A Case for South African Higher Education Institution. (03-05 July). An International Conference on Scholarship in the 21st Century. Central University of Technology (CUT), Bloemfontein, RSA

- **Nkoane, MM (2019).** Emancipatory Hope Decolonising African Pedagogic Praxis: A Case for South African Higher Education Institution. (03-05 July). An International Conference on Scholarship in the 21st Century. Central University of Technology (CUT), Bloemfontein, RSA

- **Nkoane, MM and N Shoji (2019).** Inclusive and Liberatory Praxis: Interlacing through Inclusive Education. (02-03July). 4th South African Symposium On Teacher Education for Inclusive Teaching. Emerald Conference Centre Hotel, Vanderbijlpark, Gauteng, RSA

- **Nkoane, MM and MR Ntseto (2019).** Collaboration as an enabler to perceive inclusive education: Foci on SIAS Policy. (02-03July). 4th South African Symposium On Teacher Education for Inclusive Teaching. Emerald Conference Centre Hotel, Vanderbijlpark, Gauteng, RSA.

- **Nkoane, MM (2019).** Between knowledge industries space of places: discourses of industries. (09-11 Oct). 4th Annual Teaching and Learning Conference. University of Zululand. Umfolozi Casino, Empangeni, KwaZulu-Natal, RSA.

- **Mkhasibe, RG. (2019).** Investigating the Availability of Teaching, Learning and Support Materials in Teaching Accounting Component of Economic and Management Sciences, SASE Conference, WSU, 25-29 September 2019.

- **Mkhasibe, RG. (2019).** Subject mentors' experiences of pre-service teachers during teaching practice: A case study of Umkhanyakude District, EASA Conference, Limpopo.

- **Mkhasibe, RG. (2019).** Experiences of Pre-service Teachers in Teaching Accounting Component of Economics and management Sciences, Rhodes University, 26-29 November 2019.



Professor Molebatsi Nkoane



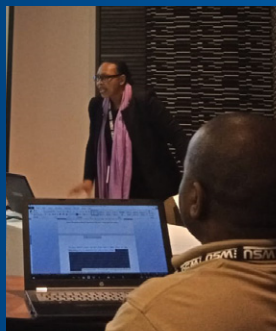
Dr RG Mkhasibe



*Dr BP Nkwanyana and
Dr MV Nzama*



*Ms NP Khumalo
(Nontobeko)*



Mrs Mirriam Khumatake



Ms NP Khumalo (Ntombi)

The following academics presented papers at the 46th Annual International Conference of the Southern African Society for Education from the 25th-27th September 2019 in East London:

The titles of their papers were as follows:

- **Nkwanyana, BP (2019)**. The Influence of Secondary School Learners' characteristics on their Cyber Bullying Behaviour.
- **Nzama, MV (2019)**. High School Learners' Perspectives on Substance Abuse in King Cetshwayo District.
- **Khumalo, Nontobeko (2019)**. Benefits of Academic Literacy module in Higher Education Institutions: Students' Perspectives.
- **Khumatake, MR (2019)**. Promoting Entrepreneurship Education in Higher Education Institutions.
- **Khumalo, NP (2019)**. Understanding Preservice Teachers' Conceptions and Practices of Assessment in the Initial Teacher Education (ITE) Programme.



**Ms TF Mngomezulu
(extreme left)**

Mngomezulu, TF (2019). Vectors of Race, Gender and Sexuality in Shakespeare, Marlowe and Webster, Shakespeare Society of Southern Africa and Social Justice, Athol Fugard Theatre, Cape Town, 16-18 May 2019.



Dr OT Adigun

- **Adigun, OT (2019)**. Digitalised vs. Interpreted Biology Instructions for Deaf Learners: Implication for a South African Techno-Society, SASE, 25-27 September 2019.
- **Adigun, OT (2019)**. The Fourth Industrial Revolution and Persons with Disabilities: Peeping into the Future Through the Lens of the Present, 4th Annual Teaching and Learning Conference and Learning Conference, Empangeni, 9-11 October 2019.



Dr NP Dlamini

- **Dlamini, NP OT (2019)**. Teachers' perspectives about the incorporation of chess into the school curriculum: A case of the Tsogo Sun Moves for Life programme, SASE, East London, 25-27 September 2019.
- **Dlamini, NP OT (2019)**. Factors Influencing First Year Pre-service Teachers' Perceptions in Choosing Accounting as their Major Subject, HELTASA Conference, Grahamstown, 27-29 November 2019.



Dr KC Lawrence

- **Lawrence, KC and Nkoane, MM (2019)** Transforming Higher Education Spaces: Analysis of Higher Educational Attainment Expectation Factors Among High School Learners in KwaDlangazwa, SASE, East London, 25-27 September 2019.
- **Lawrence, KC (2019)**. Emotional and Social intelligence education: Prerequisites for social changes in the 4th IR Annual Teaching and Learning Conference and Learning Conference, Empangeni, 9-11 October 2019.

Psychology Conference Attendance and paper Presentation in Durban by the Staff in the Department of Educational Psychology and Special Education

Staff in the Department of Educational Psychology and Special Education went as a team to a conference hosted by a partnering special school in Durban, the Golden Gateway School. In attendance were UNIZULU delegates, Professor B.J. Pillay of University of KwaZulu-Natal and Chair of the Psychology Board, a host of other delegates and the entire Master of Education in Educational Psychology Class of M1s 2019.

The conference was a resounding success with presentations that were very informative. Professor Hlongwane spoke on Student Training and Stakeholder Partnerships. He stressed the role of quality educational psychology training and cooperation with all stakeholders in the training and provision of support to student psychologists and interns. Two interns from UNIZULU, Ms J. Jonathan and Mrs NP Maphumulo, each presented a case for review by the Case Conference. They both showed growth and maturity in training. Dr Sumeshini Govender delivered the vote of thanks.

Professor Hlongwane extended his thanks to Ms Subramoney, Mr Moodley and Professor and Mrs Pillay for the royal treatment they received at Golden Gateway. He also expressed the wish to strengthen and ensure that the foundation that had been built should be developed and nurtured for future cooperation of both institutions and partners. He also appreciated the attendance of postdoctoral fellows Dr KC Lawrence and Dr OT Adigun. Professor Hlongwane also thanked Professor Nkoane and Dr Kent for driving students and staff. Finally, he expressed his gratitude to all staff attendees, namely: Dr Govender, Dr Kent, Dr Mngomezulu, Dr Nkwanyana and Ms Makhubu.

The Research Awards Gala Dinner, which recognises and celebrates the research community of the University of Zululand, was convened at the Premier Hotel in Richards Bay on the 27th November 2019. At this spectacular function, individual staff members and departments were honoured.

In Category A: SERVICE AND DEVELOPMENT:

Faculty Service Award: Persons other than Deans or Deputy Deans who have contributed to administration or promotion of research and postgraduate studies within the faculty.



Above: Dr Samantha Govender

Research Enthusiasts: Persons who attended at least three research office training workshops during the year.



Above: Dr Celimpilo Dube

Category B: Next Generation

Research Writers' Retreat Graduates

Dr Petrus Kok was the recipient of this award.

Category C: ESTABLISHED RESEARCHERS

Research productivity: Senior researchers: All researchers (excluding research fellows) who attained 1.50 research paper output units.



Dr Pravina Pillay - 3.66 units



Prof MC Maphalala - 2.66 units



Mr Michael Brett - 2.5 units



Dr Samantha Govender - 1.83 units

Supervision output: Supervisors who produced at least THREE research Master's and/or PhD graduates at the most recent graduation ceremony (May 2019)



Prof MM Hlongwane
- 2 X M; 3 X PhD



Dr BT Gamede
- 4 X M



Prof Maphalala
- 1 X M; 3 X PhD



Prof DR Nzima
- 2 X M; 1 X PhD

RESEARCH AWARDS 2019

Category C: ESTABLISHED RESEARCHERS (continued)



Prof AP Kutame
- 7 X M; 1 X PhD



Prof MS Mabusela
- 2 X M; 2 X PhD



RESEARCHER OF THE YEAR IN THE FACULTY:
Researcher who generated the most units in the Faculty of Education.

Dr Pravina Pillay - 3.66 units

Category D: DEPARTMENTS

Productive postgraduate departments: All departments with *per capita postgraduate output* (including research fellows) of a minimum of 2.0 units



Curriculum Studies - 3.83



Educational Psychology - 2.18



ROLE MODEL: Department implementing the best and/or most innovative ideas for increasing research and postgraduate outputs.

Educational Psychology & Special Education

Category E: SPECIAL CATEGORIES

Professional Recognition: Person who obtained membership on special society and/or associations etc.



Theme leader in CHE Project



Editor- NOCEN International Journal
- Arts & Social Sciences

Category G: PRESTIGIOUS AWARDS

Research Department of the Year: 3rd (Bronze): Department that produced the most units per capita (including research fellows), combining postgraduate and research outputs



Department of Curriculum and Instructional Studies