



South African Education Research Association

Promoting and supporting research in education

Website: www.saera.co.za

SAERA 2018: PRE-FINAL PROGRAMME

SUNDAY, 21 OCTOBER 2018	
15:30 – 18:00	Registration: Foyer of the Hotel
16:00	Venue: Ionic Hall SAERA Exco Meeting
MONDAY, 22 OCTOBER 2018	
07:00	Registration: Foyer Spartan Hall
	Venue: Parthenon Session Chair:
08:00 – 08:15	Opening Address: Mr Clement Manoko, Executive director corporate relations and marketing, North-West University Prof Lesley Wood, president SAERA

MONDAY, 22 OCTOBER 2018

	Venue: Spartan Hall Session Chair:	Venue: Spartan 3 Session Chair:	Venue: Spartan 4 Session Chair:	Venue: Acropolis 1 Session Chair:	Venue: Acropolis 2 Session Chair:	Venue: Acropolis 4 Panel Discussion Session Chair: Dr John Guenther	Venue: Acropolis 5 SIG Presentation Chair: Prof FD Mahlo	Venue: A SIG Presentation Self-Reflexive Methodologies Session Chair: Kathleen Pithouse- Morgan	Venue: B Panel discussion Session Chair: Omar Esau
08:30 - 09:00	SAERA2018-002 Spirituality, religion and moral awareness of learners who are deaf: Teachers' perspectives Dr P Mapepa – University of Johannesburg	SAERA2018-023 Peer Review of Teaching: A Strategy for Professional Learning <u>Ms B Chirinda,</u> <u>Dr JP Makonye</u> – University of the Witwatersrand	SAERA2018-043 Theorising plane of immanence as pathway to effective curricula charges in teaching and learning Dr GF Kehdinga – Durban University of Technology	SAERA2018-149 A critical reflection on Entrepreneurship education in the Curriculum: A case for Mauritius Dr N Sheik Abbass, T Cook – Mauritius Institute of Education	SAERA2018-022 Schools as disabling spaces? Identifying the problems through a YPAR study in a rural high school <u>Mrs M Mathikithela,</u> <u>Prof L Wood,</u> North-West University	SAERA2018-035 Reasserting 'Red Dirt' aspirations in Australian remote Aboriginal Education <u>Panel members:</u> Sam Osborne John Guenther Lorraine King Reshaune Singer Chris Harvey Maalya Teamay	SAERA 2018-074 Inclusive curriculum as means for building an authentic and relevant education system for social justice <u>Panel members:</u> Dr KK Muzata - University of Zambia, Prof MJ Themane – University of Limpopo, Dr J Mcgogo – Mpumalange Department of Education, M Sepadi, B Makofane, C Tawodzera – Univrsity of Limpopo, Dr E Materechera – North-West University, Dr M Ralejoe – Department of Education, Lesotho, Dr G Ledwaba, Dr H Maapola-Thobejane – University of South Africa	SAERA2018-046 Making education more relevant, responsive, and authentic through memory-work <u>Panel members:</u> L Athiemoolam N Bele N Chitanand G Downing A Hiralaal C Khoza M Kortjass F Kruger M Muller E Nyamupangedengu W Rawlinson Respondent: T. Meyiwa	SAERA2018-221 Curriculum and pedagogical recontextualisation on a PGCE programme: connecting knowledge to democracy and sustainability <u>Panel members:</u> Dr O Esau, Dr CG America, Mr JM Ruiters, Prof CR Reddy – University of Stellenbosch

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	Venue: Spartan Hall Session Chair:	Venue: Spartan 3 Session Chair:	Venue: Spartan 4 Session Chair:	Venue: Acropolis 2 Session Chair:	Venue: Acropolis 3 Session Chair:	Venue: Acropolis 4 Panel Discussion Continue	Venue: Acropolis 5 SIG Presentation Continue	Venue: A SIG Presentation Continue	Venue: B Panel discussion Continue
09:00 – 09:30	SAERA2018-016 Repositioning Nigeria economy through prioritization of entrepreneurship skills acquisition at the secondary education system Dr L Ezeuwa – Ebonyi State College of Education, Ikwo	SAERA2018-029 Teacher Professional Development: Mentoring Student Teachers and the Role of School-University Partnerships during Work-Integrated Learning Dr ML Botha – University of Stellenbosch	SAERA2018-244 The dimensions of reflective practice Dr CS Botha – North-West University	SAERA2018-203 Business Education Curriculum for the 21 st Century Ms C van Zyl – AROS	SAERA2018-103 A collaborative approach to developing social justice praxis through service-learning for teacher education in South Africa Mrs A Schoonen, Prof LA Wood, Dr C Kruger – North-West University				
09:30 - 10:00	SAERA2018-044 Rethinking Competition in Education Ms S Akabor – University of the Witwatersrand	SAERA2018-033 Fostering a professional framework for pre-service teachers in art education Mrs GM Meyer, Prof L Wood – North-West University	SAERA2018-051 Decolonisation, cognitive justice and authenticity in teacher education Prof GJ van der Westhuizen – University of Johannesburg	SAERA2018-161 Adolescents' Experiences of Intimate Partner Violence and the Differential Impact on Selected Behavioural Domains Dr S du Plessis – University of South Africa	SAERA2018-250 Challenges in promoting accessibility to distance education using modern teaching tools: A case study Miss G Chisango – Walter Sisulu University, Prof NC Lesame – University of Limpopo				
10:00 – 10:30	Refreshments								

MONDAY, 22 OCTOBER 2018

Venue: Spartan Hall
Panel Discussion Sponsored by Pearson South Africa

10:30 –
12:00

Chair: Aslam Fataar (SU)
Panel members: Wayne Hugo (UKZN),
Simphiwe Sesanti (UNISA),
Lesley Le Grange (SU),
Stephanie Allais
Aslam Fataar (SU)

The curriculum knowledge imperative in South African education

The politics of knowledge in South African universities recently witnessed a radical discursive rupture. The call for decolonising education has been the cornerstone of the students' recognition struggles at universities. Mobilising on the basis of their demand for free education, students across the university sector articulated the need for change in university knowledge and curricula in the light of what they described as their exposure to Eurocentric, racist and sexist knowledge at untransformed institutions. They argued that such a knowledge orientation is at the heart of their experience of alienation at the university. They suggested that only the complete overhaul of the curriculum on the basis of a decolonising education approach would provide them the type of educational access that addresses their emerging African-centred humanness.

This panel will work with / against the call for decolonising education which has raised fundamental questions about reframing the purposes of education. Centring Africa-centric epistemology is at the heart of this educational reframing. The panel will consider languages of description to inform curriculum knowledge selection in educational contexts. In other words, the debate will centre on the bases on which curricula in universities, schools and colleges are constituted.

The panel is based on the view that a decolonial politics of knowledge, despite some limited activity at a few universities to develop decolonial curricular approaches, operates at the level of symbols and politics. Instead, the debate should turn to considerations about the terms of the curriculum veracity of a decolonial approach. The panel discussion therefore shifts the focus to what counts as curriculum knowledge based on decoloniality, and the conceptual bases on which university departments, programmes and courses would organise their curriculum knowledge assemblages based on such an approach.

12:00 –
13:00

Lunch

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13:00 – 13:30	SAERA2018-004 Whose Epistemology, Which Ontology? Critiquing Decolonial Approaches in Curriculum Planning and Design Mr SH Kumalo – University of Pretoria	SAERA2018-026 Nothing about us without us": a PALAR approach to making a college of education more inclusive for students with disabilities Mr A Luthuli – Nelson Mandela University, Prof L Wood – North-West University	SAERA2018-047 Advice and Models for Decolonized Education? World Development Report 2018 Prof J Samoff – Stanford University, USA	SAERA2018-075 Developmental supervision model: A Tool for Improving Quality of Teaching in South African Schools Dr A Musundire, RI Lumadi – University of South Africa	SAERA2018-118 The nature and extent of 'transformed' pedagogic practice in a blended learning system at the University of Swaziland Dr GN Nsibande – University of Eswatini	SAERA2018-167 A Backward Mapping Policy Analysis of the Annual National Assessments in South Africa Ms TD Thulare – Department of Basic Education	SAERA2018-121 Moving beyond inclusive education - equipping school communities to take responsibility for their transformation into enabling inclusive environments for all involved Prof AE Kitching – North-West University	SAERA2018-196 A step towards promoting and developing African Languages in South African Higher Education Mrs A Chihobo – University of the Witwatersrand
13:30 – 14:00	SAERA2018-209 Breaking the norm: the usage of ICT in the teaching and learning of English as a First Additional Language Dr TW Molotja, Mr T Chauke – University of Limpopo	SAERA2018-200 Exploring teachers' knowledge and skills on differentiation in the inclusive classroom Dr M Neethling, Dr D Schaffler – North-West University	SAERA2018-235 The Language Across the Curriculum Policy: Implications for research and practice in science education Dr A Msimanga – University of the Witwatersrand	SAERA2018-087 Complexities of professional practice in South African education Prof N Carrim – University of the Witwatersrand	SAERA2018-158 Decolonising curriculum in faculty of health sciences: Paradigmatic tension? Ms S Seyama – University of Johannesburg	SAERA2018-170 Perceptions of teachers and students on school leadership in Lesotho Dr D Khama – The National University of Lesotho	SAERA2018-082 Access to Schooling and Funding Opportunities in South Africa's Democratic Era: A Public Education Expenditure Approach Dr M Mpundu – North-West University	SAERA2018-233 Pre-service teachers' deeper understanding of geometric elements Dr MD Simons, Prof B Khuzwayo – University of the Western Cape

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14:00 – 14:30	SAERA2018-008 <i>Thinking beyond reciprocity: re-framing university-school-community partnership discourses in the South African context</i> Dr P Silbert – University of Cape Town	SAERA2018-181 The state of inclusive education within South African teacher education – a roadmap forward Mr TS Salmon – Rhodes University, Prof YS Saye – University of Sussec/Cape Peninsula University of Technology, Ms S Mohy-Ud-din – Cape Peninsula University of Technology, Ms J Newton - British Council	SAERA2018-225 The National Qualifications Framework (NQF) in South Africa for Relevant and Authentic Education and Training Policy and Practice Dr H Bolton, Ms Y Chetty – South African Qualifications Authority	SAERA2018-165 Students' feedback: What can we learn about our teaching from it? Mr HC Khoza, Dr A Msimanga, Dr E Nyamupangede ngu – University of the Witwatersrand	SAERA2018-126 Curriculum development for sexuality education: an engaged pedagogy Miss CE Pieterse – North-West University	SAERA2018-206 Limitations and challenges to multilingual education in South African higher education Dr PW Bwowe – Walter Sisulu University	SAERA2018-132 Grappling with white supremacist thinking as an ideological obstacle to deep transformation within South African universities Ms JE Carlse – University of Stellenbosch	

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14:30 – 15:00	SAERA2018-191 The provision of epistemological access for successful student learning at university: Towards an intervention model for business education learners in the FET Phase <i>Mrs A Venter – Western Cape Education Department, Dr KM Dos Reis, Dr V McGhie – University of the Western Cape</i>	SAERA2018-183 Developing Authentic and Virtual Learning Places Relevant for Challenging Highly Able students from Low-Income Contexts <i>Dr GIS Eriksson – University of Central Florida, USA</i>	The Curriculum Studies SIG reception	SAERA2018-104 School Administrators' and Novice Teachers' Perspectives on Mentorship <i>Dr CA Whalen – University of Northern British Columbia</i>	SAERA2018-131 Democratic Citizenship Education in South African schools: teachers' practices and perspectives <i>Mrs CJ Rock – University of Stellenbosch</i>	SAERA2018-232 Shared school leadership and the development of teacher professional learning in three South African schools <i>Dr TS Mkhwanazi – University of South Africa</i>	SAERA2018-217 Applying systemic thinking to visualisation techniques as a pedagogy in mathematics education <i>Dr I Kariyana – Walter Sisulu University</i>	SAERA2018-211 The relevance of social perceptions and perspectives in understanding support and resistance towards transforming language policies in higher education <i>Mrs NN Madlala – University of KwaZulu-Natal</i>	SAERA2018-153 Exploring pedagogies to enhance the teaching and learning of educational psychology to first year students <i>Miss N Mtsi – Walter Sisulu University</i>
15:00 – 15:30	Refreshments								

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15:30 – 16:00	SAERA 2018-067 Learner feedback and its effects on mathematics teachers' teaching skills in township high schools in Cape Town <u>Mr E Mahofa,</u> <u>Dr SA Adendorff,</u> <u>Dr CM Kwenda – Cape Peninsula University of Technology</u>	SAERA2018-069 The value of social networks to community volunteers from high-risk school communities <u>Dr SE Bester – University of Pretoria</u>		SAERA2018-096 Statistics as a Unifier: Integrative Curriculum Case Studies from Botswana and the United States <u>Ms B Kurtz – University of Central Florida, United States of America</u>	SAERA2018-113 To what extent do teacher development centres support teachers' learning in KwaZulu-Natal? <u>Dr BA Ajbade,</u> <u>Prof C Bertram – University of KwaZulu-Natal</u>	SAERA2018-036 Navigating emotional entanglements in supervising self-reflexive research: A collective arts-based research approach <u>Prof K Pithouse-Morgan,</u> <u>Dr L Masinga – University of KwaZulu-Natal,</u> <u>Prof T Meyiwa – Durban University of Technology.</u> <u>Dr I Naicker,</u> <u>Prof D Pillay,</u> <u>Dr L Van Laren – University of KwaZulu-Natal</u>	SAERA2018-163 Exploring the impact of ^{real} formative assessment on enhancing teachers' pedagogical practices, learner voice and learning across school quintiles <u>Panel members</u> <u>Prof A Kanjee</u> <u>Ms ZJ Mthembu</u> <u>Ms J Ramollo</u> <u>Dr QM Moloji</u>	SAERA2018-175 Improving the quality of Grade R mathematics: Lessons from a province-wide intervention <u>Panel members</u> <u>Ms CA Kuhne – University of Cape Town,</u> <u>Ms E Hazell – JET Education Services,</u> <u>Mr G Spencer-Smith – University of Johannesburg</u> <u>Ms B Goetham-the Western Cape Education Department</u>	SAERA2018-147 Advancing knowledge, actions and dispositions in teacher education: reflections on curriculum design in a PGCE programme <u>Panel members</u> <u>Dr N Edwards</u> <u>Dr K Ontong</u> <u>Prof M Robinson</u> <u>Dr J Joorst,</u> <u>A Fataar – University of Stellenbosch</u>
16:00 – 16:30	SAERA2018-238 Mapping 'enablers' and 'constraints' in context: Primary teachers' experiences of teaching in overcrowded classroom in an urban Indian school <u>Dr PN Munje,</u> <u>Dr FP Khanare – University of the Free State</u>	SAERA2018-064 Being, belonging and becoming: The unfolding of identity and memory during a first year module on social justice <u>Dr M Muller,</u> <u>Dr FJ Kruger,</u> <u>Dr A Le Roux – University of the Free State</u>	SAERA2018-077 Family involvement in Life Skills development of learners in a primary school <u>Prof JA Rens – North-West University</u>	SAERA2018-079 Facilitating embodied learning through arts based approaches within the university lecture room <u>Prof L Athiemoolam – Nelson Mandela University</u>	SAERA2018-129 Changing practice: a case of a foundation phase teacher in South Africa <u>Dr FK Kimathi,</u> <u>Prof CB Bertram – University of KwaZulu-Natal</u>				

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16:30 – 17:00	SAERA2018-253 Comparative and International Education and the Quest for Relevance, authenticity and responsiveness in research in Education in South Africa Prof CC Wolhuter – North-West University	SAERA2018-070 Seeking to make education relevant, authentic and just within an unjust world: Using action research in a postgraduate education lecture-room Dr A Pillay – University of KwaZulu-Natal	SAERA2018-038 Teachers' Participation in Talking and Learning about Verbal Discipline in Professional Conversations: A Conversation Analysis Method Mrs CC Okeke – University of South Africa, Prof GJ van der Westhuizen – University of Johannesburg	SAERA2018-050 Learning about my communication pedagogy in diverse undergraduate classes at a university of Technology: A reflective experience of self-recovery Ms W Rawlinson – Durban University of Technology	SAERA2018-139 Teacher agency and the importance of social cohesion related continuing professional development programmes in post-apartheid South Africa Ms JL Raanhuis – Cape Peninsula University of Technology, Prof YM Sayed Cape peninsula university of Technology/University of Sussex, Dr Y Omar – University of Cape Town				

18:00

**Venue: Laconia & Marquee
Cocktail Function**

Book Launch

Breaking boundaries, building bridges: university-school-community partnerships in action

The editors are: Patti Silbert, Roshan Galvaan & Jonathan Clark

The educational practices and pathways of students across power-marginalised spaces. Africa Sun Media, Stellenbosch.

Fataar, A. 2018.

Sayed, Y (2018) (ed.) Continuing Professional Development: 'Continuing Teachers' Professional Development in Sub-Saharan Africa: improving teaching and learning'

Bloomsbury: London

Sayed, Y. (ed), (In press, 2018) Carrim, N., Badroodien, A., McDonald, Z. and Singh, M. *Becoming a teacher in post-apartheid South Africa*. SUN Media

Vitallis Chikoko (Ed) (2018) Leadership that works in deprived school contexts of South Africa

Brahm Fleisch

The Education Triple Cocktail: System-wide Instructional Reform in South Africa

UCT Press, 2018

Knowledge, Curriculum, and Preparation for Work, **by Stephanie Allais and Yael Shalem**. Brill/Sense, 2018

TUESDAY, 23 OCTOBER 2018

07:30	Registration: Foyer Spartan Hall								
	Venue: Spartan Hall Chair:	Venue: Spartan 3 Session Chair:	Venue: Spartan 4 Session Chair:	Venue: Acropolis 2 Session Chair:	Venue: Acropolis 3 Session Chair:	Venue: Acropolis 4 Session Chair:	Venue: Acropolis 5 Session Chair:	Venue: A Panel Presentation Session Chair: Prof. Deirdre C. Byrne - UNISA	Venue: B Panel Presentation Session Chair: Prof Yusuf Sayed
08:30 – 09:00	SAERA2018-007 Developing pre-service teachers PCK for the social sciences through a service learning 'gallery walk' <u>Dr S Ramsaroop, Prof N Petersen</u> – University of Johannesburg	SAERA2018-028 “You f*ck one goat!” Counting the cost of poor judgement in dubious publisher choice <u>Prof SM Maistry</u> – University of KwaZulu-Natal	SAERA2018-048 Making an Integrated Learning Approach to Early Childhood Mathematics Tangible: A Teacher Educator’s Self-Study <u>Miss M Kortjass</u> - University of KwaZulu-Natal	SAERA2018-085 Substitute father figures in school context: An intervention strategy for boys in middle childhood who experience paternal absence <u>Me AE Botha, Prof JF Hay</u> – North-West University	SAERA2018-137 What university histories for university transformation in South Africa? <u>Dr K Agbedahin</u> – University of the Free State	SAERA2018-172 Access to secondary education curricula as a barrier for effective socioeconomic participation of Basotho with visual impairment <u>Dr PA Mosia</u> – National University of Lesotho	SAERA2018-230 Challenging cultures of assessment data use to improve learning and teaching: Findings from the PrimTEd Project <u>Prof A Kanjee</u> – Tshwane University of Technology, Prof N Roberts – University of Johannesburg, Dr MW Moloi – Tshwane University of Technology, Dr L Bowie – University of the Witwatersrand, Ms NF Hlungulu, Dr J Alex – Walter Sisulu University, Dr Z Ndlovu – University of KwaZulu-Natal	SAERA2018-092 A year at Wallmansthal: reflections on curricular and pedagogic decolonisation through indigenising the poetry curriculum <u>Panel members:</u> <u>Dr Raphael d’Abdon, HSRC: Ms Soorie Naidoo, UNISA Ms Katharine Naidu, UNISA Ms Eunice Phiri, Wallmansthal Secondary School</u>	SAERA2018-199 Supporting teachers and teacher agency for systemic change: challenges and prospects <u>Panel members:</u> <u>Dr S Malapile</u> – Department of Basic Education, Dr N Hoffmann, Prof Y Sayed – Cape Peninsula University of Technology

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09:00 - 09:30	SAERA2018-012 Facebook page as a supportive digital pedagogical tool in the Business Studies class Mr H Meintjes – Carolina Akademiese Skool, Prof MM van Wyk – University of South Africa	SAERA2018-071 Access to authentic learning experiences towards engaged scholarship through the Nominal Group Technique Ms I Seale, Ms K Venter, Ms C Rafferty, Ms T Sereme – University of the Free State	SAERA2018-030 Sowing the seeds of playful pedagogy in Creative Arts: A teacher educator's self-study Ms NP Bele – University of KwaZulu-Natal	SAERA2018-094 Preserving and Utilizing Indigenous Knowledge Systems: a Shared Advocacy between the Academe and the Indigenous Communities Dr GJ Quintero – University of the Philippine / University of the Witwatersrand	SAERA2018-180 An ethos of revolutionary subjectivity in education Prof DJvR Postma – University of South Africa	SAERA2018-143 Rethinking Uganda's mother tongue policy in early childhood education: Justice or violence to children? Dr DE Oryema – Uganda Management Institute	SAERA 2018-218 Teaching Gr R learners to explore the world around them without worksheets Mrs LE Brummer, Mrs EL Erasmus – AROS		
09:30 – 10:00	SAERA2018-031 The Use of Cooperative Learning Strategies to Enhance Participation and Desire for Learning Among First Year Students-at-Risk at a University of Technology Ms NI Ngubane – University of Kwa-Zulu-Natal	SAERA2018-009 School clusters system: an effective teacher professional development for improved learners' performance in Sub Saharan African Mr OA Ajani, Dr S Govender, Ms N Maluleke – University of Zululand	SAERA2018-001 Impact of ePortfolios on Science student-teachers' reflective metacognitive learning' and the development of higher order thinking skills Dr T De Jager – Tshwane University of Technology	SAERA2018-152 Empowering Rural Communities through Community Engagement Ms TA Zondi, Prof DJ Hlalele – University of KwZulu-Natal	SAERA2018-140 Women in higher education: Storytelling from the oppositionalists and the other Dr FP Khanare, Dr DP Larey, Dr N Gcelu – University of the Free State	SAERA2018-072 A collaboratively constructed action leadership framework for sustainable learner support in contexts of adversity Ms R Setlhare – University of Johannesburg, Prof L Wood – North-West University	SAERA 2018-231 The digitalization of South African higher education to support learning: Are students facing a dilemma? Dr M Adane – Walter Sisulu University		
10:00 – 10:30	Refreshments								

TUESDAY, 23 OCTOBER 2018

10:30 – 12:00	<p>Venue: Spartan Hall Panel Discussion</p> <p>Chair: Michael Samuel Panel Members: Ahmed Bawa (Universities South Africa), Whitty Green (DHET), (HSRC), Leanne Naidoo (Post grad student), John Volmink (CASME / ELET) Zaahra McDonald</p> <p><u>Diverse voices in educational research</u></p> <p>At the last 2017 SAERA conference, a critique was raised that the SAERA organisation and its conference needed to hear a more diverse range of voices about educational research, other than that of seasoned academics/ researchers/ experienced supervisors/ lecturers/specific institutional types, and to look at alternative formats to how conferences can be run to accommodate a more “social justice agenda”. The perspective (largely) of postgraduate students, was tabled at the SAERA Exec who asked the SAERA conference planners to consider hearing a more diverse set of perspectives about educational research from a broader range of stakeholders within the conference.</p> <p>Some of these matters have been addressed in the present conference: there is now a developmental workshop for postgraduate students; the conference is being located to a “more affordable venue”; an invitation has been sent to UOTs’ Deans of Education to submit abstracts; the notices for conference have gone to all higher education institutions nation-wide; there are regional activities to decentralise the visibility of the organisation; more local than international speakers have been selected as plenary inputs; etc....</p> <p>However, the panel is geared to reflect on what has been achieved to date in hearing the diverse voices of educational researchers, and what more still needs to be done.</p> <p>The EXEC has considered that it might be useful to hear perspectives from a range of stakeholders about how they conceptualise the kinds of research (<i>substantive content and form</i>) that should be done by educational researchers within and outside university structures. Comments are invited also about what shape and form conferencing about educational research in the specific South African context should take.</p> <p>The panel members will each present a short input (+/-8minutes each) followed by a plenary discussion with conference delegates.</p> <p>This panel might be a useful opportunity to put in dialogue how educational research is viewed from multiple vantage points in order to promote a collaborative space for sharing interests and perspectives.</p>
12:00 – 13:00	<p>Lunch SIG Co-ordinators Meeting</p>

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13:00 – 13:30	SAERA 2018-219 'They may want to be like them': The impact of role models for learners in disadvantaged primary schools in SA Dr PN Munje – University of the Free State	SAERA2018-052 Perspectives on lecturers' decolonisation of the university curriculum in the post-colonial era: A Case Study of a Rural South African University Dr N Marongwe – Walter Sisulu University, Dr J Sibanda – Sol Plaatje University, Dr H Kasumba – Walter Sisulu University	SAERA2018-057 Collaborative learning from sensitive issues of ethics in practice: Dialogic memory-work Dr LE Masinga, Prof KJ Pithouse-Morgan – University of KwaZulu-Natal	SAERA2018-119 Relocating social justice in the policy-pedagogy-research nexus: Insights from the Mauritian language-in-education policy Dr A Ankiah-Gangadeen – Mauritius Institute of Education, Dr P Nadal – Mauritian Diocesan Service of Catholic Education	SAERA2018-146 'I don't use technology - I prefer to talk to my learners': Selected experienced South African Accounting teachers' use of information and communication technology in the classroom Dr KJ Koopman – University of the Western Cape	SAERA2018-229 (SIG) Celebrating 50 years of Paulo Freire's Pedagogy of the Oppressed Panel members: Prof L Ramrathan-University of KwaZulu-Natal, L Le Grange – University Stellenbosch, P Du Preez – North-West University, C Reddy – University of Stellenbosch, A Visser- North-West University	SAERA2018-204 Differentiation for Diverse Classrooms Dr TLA Bekker – University of the Witwatersrand	SAERA2018-201 Exploring the interplay between teacher professional identity and social transformation in post-apartheid South Africa Ms AD Kannemeyer – University of Stellenbosch / Cape Peninsula University of Technology	SAERA 2018-243 Writing, reviewing and editing for publication Workshop Prof E Henning, Dr S Brink
13:30 – 14:00	SAERA2018-078 The Contribution Schools make towards Climate Change Awareness: A Case of Chris Hani District, South Africa Dr H Kasumba, Dr N Marongwe – Walter Sisulu University	SAERA2018-021 Resegregating America's Schools: The Use of Exceptional Education to Segregate Florida's Students by Race and Class Prof K Biraimah, Ms B Kurtz – University of Central Florida, USA	SAERA2018-060 <i>Containing HIV and AIDS:</i> Composing a readers' theatre script for relevant and authentic professional learning in higher education Dr L van Laren, Prof K Pithouse-Morgan, Dr L Masinga – University of KwaZulu-Natal	SAERA2018-097 Understanding citizenship in South African Schools Miss M Singh – Cape Peninsula University of Technology, Prof Y Sayed – Sussex University and Cape Peninsula University of Technology	SAERA2018-141 Teaching with Technology: Experienced FET Physical Science Teachers Lived Experiences in the Digital Age Dr O Koopman – Cape Peninsula University of Technology		SAERA2018-223 Lead teachers and professional learning communities: lessons from a university-district partnership Ms S Meyer, Mr K Hassan, Ms D Hendricks – University of Cape Town	SAERA2018-173 Situating inclusive education pre-service teacher training within non-existent national policy and practice contexts in Lesotho Dr PA Mosia – National University of Lesotho	

TUESDAY, 23 OCTOBER 2018

	Venue: Spartan Hall Session Chair:	Venue: Spartan 3 Session Chair:	Venue: Spartan 4 Session Chair:	Venue: Acropolis 2 Session Chair:	Venue: Acropolis 3 Session Chair:	Venue: Acropolis 4 Panel & SIG Session Chair: Continue	Venue: Acropolis 5 Session Chair	Venue: A Session Chair:	Venue: B Capacity Building Workshop Continue
14:00 – 14:30	SAERA2018-011 The online social constructivism learning environments for E-portfolio development Dr MM Maja – University of South Africa	SAERA2018-055 Introduction of online facilitation techniques at the University of Swaziland Dr K Ferreira-Meyers – University of Swaziland	SAERA2018-186 Theories that underpin the Natural Learning Approach (NLA) in a South African context Ms RS Ramroop – University of Limpopo	SAERA2018-125 Life design narrative inquiry as a methodology for social justice education research with child sex trafficking survivors: lessons learned Dr A Visser – North-West University	SAERA2018-124 Investigating the interplay of work demands and resources in relation to teacher emotional wellbeing AP Philipp – University of KwaZulu-Natal		SAERA2018-228 In-service teacher preparation to implement inclusive education in Grade R Mr N Ferreira – University of South Africa	Self-Reflexive Methodologies SIG Meeting Session Chair: K Pithouse-Morgan	
14:30 – 15:00	SAERA2018-080 Action research as an appropriate methodology for sustainable personal and organisational change: corroborating the evidence two years on Dr R Waddington, Prof L Wood – North-West University	SAERA2018-122 The role of wellbeing support team coordinators in the promotion of holistic wellbeing in South Africa school communities Mr RT Carstens, Prof AE Kitching – North-West University	SAERA2018-062 Educational Funding and Equity in South African Schools Prof S Motala – University of Johannesburg, Mr D Carel – Equal Education	SAERA2018-134 Response to a national assessment: the use of primary teacher education project assessment data in South African higher education institutions Dr JK Alex – Walter Sisulu University, Mr J Maseko – University of Johannesburg, Ms JK Ramollo, Dr MQ Moloi – Tshwane University of Technology, Prof N Roberts – University of Johannesburg	SAERA2018-198 History Student Teachers' experiences of teacher professional identity development during Work Integrated Learning (WIL) Dr VT Mabalane – University of Johannesburg		SAERA 2018-251 Learning to be open: the experience of Saide's African Storybook initiative Ms TA Welch, Dr AD Elliott – South African Institute for Distance Education	SAERA2018-006 Effective practices for Open Educational Resources (OER) through professional development: going back to basics Mr NDL Butcher, Dr AD Lelliott – South African Institute for Distance Education	
15:00 – 15:30	Refreshments								

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	Venue: Spartan Hall Session Chair:	Venue: Spartan 3 Session Chair:	Venue: Spartan 4 Session Chair:	Venue: Acropolis 2 Session Chair:	Venue: Acropolis 3 Session Chair:	Venue: Acropolis 4 Panel Presentation Chair: Prof YS Sayed	Venue: Acropolis 5 SIG Presentation: Assessment and Testing Session Chairs: Prof A Kanjee and Dr O Sadeck	Venue A ACTION RESEARCH SIG Session Chair: Prof Lesley Wood
15:30 – 16:00	SAERA2018-154 Explicating Information and Communication Technologies Affordances in Teaching and Learning: Through Social Interactions Lens Dr RS Dlamini, Ms FS Nkambule – University of the Witwatersrand	SAERA2018-034 Investigating caring leadership in the development and implementation of health promotion programmes in schools using the Kantian moral theory Dr S Kwatubana – North-West University	SAERA2018-063 Teachers’ experience of external regulation and strong curriculum pacing Prof CA Bertram, University of KwaZulu-Natal, Dr CNN Mthiyane – Durban University of Technology, Dr J Naidoo – University of KwaZulu-Natal	SAERA2018-192 Exploring the role of teachers as promoters of health in enhancing learners’ health in schools in South Africa Mrs TI Mashau – University of South Africa	SAERA2018-190 Teaching learner support in a real- life environment to enhance students’ understanding Dr E Wessels – North-West University	SAERA2018-176 Understanding teacher agency and governance for social justice in a globalising context Panel members Mr TS Salmon Ms TG de Kock Prof AB Badroodien Ms LB Balie Ms ZM McDonald	SAERA2018-245 Entrenching performativity or enhancing pedagogy: Developing an enabling assessment system to address the challenge of equity and quality in schools Panel members: R Polia (DBE); C Pereira (JET); G Khosa (NECT); S Naicker (Save the Children); V Hofmeister (SADTU); S Ramsaroop (UJ); B Lepota (UMALUSI)	SAERA2018-242 PANEL PRESENTATION: Making community engagement more responsive to democratic ideals: Towards a new framework for inclusion based on participatory action learning and action research Prof L Wood – North- West University, B Damons – Nelson Mandela University, R Teare – Global University for Lifelong Learning , K Venter – University of the Free State Followed by Action Research SIG business meeting.
16:00 – 16:30	SAERA2018-019 Learners’ Achievement And Engagement With The Workshop Model For Authentic Literacy Development Dr HH Ssembatya – Kyambogo University, Uganda	SAERA2018-179 Fostering Cyber Security through the Participatory Cyber Crime Prevention Programme: Model for School- Based Cyber Security Education in South Africa Dr OA Ige – University of the Free State	SAERA2018-073 Critical perspectives on the interplay between Learning Outcomes, Knowledge and Assessment in teacher education curriculum Prof NN Mayaba – Nelson Mandela University	SAERA2018-110 The influence of Information Communications Technology in the subject Technology: A spotlight on Mechanical systems and control concept Ms N Nkosi, Dr SD Khoza – University of the Witwatersrand	SAERA2018-188 Skinny pants and stringy webs: thinking together in public spaces Ms T Giorza – University of Cape Town/University of the Witwatersrand, Mrs Mrs S Babamia – University of Cape Town			

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16:30 – 17:00	SAERA2018-054 Relevance of contemporary language teacher training on multi-and plurilingualism Dr K Ferreira- Meyers – University of Swaziland	SAERA2018-053 Ethical educational leadership in times of turbulence: Insights from school principals in KwaZulu-Natal Dr SE Mthiyane – University of the Witwatersrand	SAERA2018-081 Knowledge practices in the MEd ELM programmes: Do they foster social and educational justice? Dr FA Kajee – Rhodes University	SAERA2018-102 Identifying characteristics of anchors in shell items for standardisation purposes Ms NA Lepota, Ms PL Masemola – Umalusi	SAERA2018-144 Understanding my teacher learning history through a critical pedagogy lens Mr TP Ndaleni – University of KwaZulu-Natal			
17:00 – 18:00	Venue: Spartan Hall AGM							
19:00	Venue: Salonica Hall Gala Dinner							

WEDNESDAY, 24 OCTOBER 2018

07:30	Registration: Spartan Hall							
Venue: Spartan Hall Session Chair:	Venue: Spartan 3 Meet the editors Session Chair: Susan Veldsman	Venue: Spartan 4 Session Chair:	Venue: Acropolis 2 Session Chair:	Venue: Acropolis 3 Session Chair:	Venue: Acropolis 4 Capacity Building workshop:	Venue: Acropolis 5 Panel Presentation Chair:	Venue: A Panel Presentation Session Chair:	
08:30 – 09:00	SAERA2018-014 Learning about possibility and hope for social cohesion in public higher education: Object narratives and poetic inquiry Prof D Pillay, Prof K Pithouse-Morgan, Dr I Naiker – University of KwaZulu-Natal	Challenges facing education journals in SA. Susan Veldsman Director of the Scholarly Publishing Unit from the Academy of Science South Africa will present on this topic, followed by comments and engagement from editors of local journals, and opportunity for discussion and questions from colleagues.	SAERA2018-056 The Leadership role of the Principal in Fostering Sustainable Maintenance of School Facilities Dr VA Nhlapo – North-West University	SAERA2018-059 Socially inclusive project-based teaching strategies for a multi-grade science-technology class in a primary school in rural settings Dr MF Tlali, Dr ML Malebese – University of the Free State	SAERA2018-241 Support for Learners with Severe to Profound Intellectual Disabilities in KwaZulu-Natal, South Africa – a journey to travel Dr SP Radebe KwaZulu-Natal Department of Education	SAERA2018-037 Developing and delivering a presentation for an international audience Tionge Weddington Saka – University of Johannesburg	SAERA2018-135 Teaching teachers to be: what counts as core practices in teacher education? Panel members Prof E Mavhunga, Dr E Ojo, Ms M Makhechane – University of the Witwatersrand	SAERA2018-178 Experiences of agency across the life-cycle of teachers' professional development Panel members Dr Z McDonald, Ms M Singh, Y Sayed, Dr O Sadeck – Cape Peninsula University of Technology, Prof A Kanjee – Tshwane University of Technology, Mr T Nakidien – Cape Peninsula University of Technology, Dr Y Omas – University of Cape Town, Ms L Balie – Cape Peninsula University of Technology, Prof A Badroodien – University of Cape Town
09:00 – 09:30	SAERA2018-138 Research that is real and utopian Dr LR Botha – University of the Witwatersrand		SAERA2018-058 Towards a model of leadership that works in deprived school contexts of South Africa Prof V Chikoko – University of KwaZulu-Natal	SAERA2018-040 Participatory learning, teaching and research for building a disciplinary knowledge base Prof R Wildsmith-Cromarty – North-West University	SAERA2018-150 Third -Space: Freshmen's Teaching and Learning Threshold Concepts of Acid-Base Chemistry Ms C Kampamba – University of the Witwatersrand			

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09:30 – 10:00	SAERA2018-156 The re-design of a fourth year Bachelor of Education programme using the Constructive Alignment Approach Dr MB Luckay – University of the Western Cape		SAERA2018-111 District office leadership role and practices that support teaching and learning. A case study of two district offices in Gauteng Province, South Africa PE Mthembu, Prof V Chikoko – University of KwaZulu-Natal	SAERA2018-117 Mobile Learning: Tutors authentically using Facebook as a discussion forum Ms DN Robertson, Dr N Dasoo – University of Johannesburg	SAERA2018-208 Transect walks: A critical community action tool for teaching civil discourse Dr DG Geduld – Nelson Mandela University			
10:00 – 10:30	Refreshments							
10:30 – 12:00	Venue: Spartan Hall Panel Discussion							
	Chair: Robert Balfour Panel Members: Susan Coetzee-van Rooy, Mbulungeni Madiba, Rosemary Cromarty <u>How sustainable and viable is multilingualism for higher education purposes in South Africa?</u> The realisation of Constitutional provisions as regards the use of all eleven languages for education, remain a mirage in South Africa. Recent judgments regarding languages for teaching and learning, as media of instruction, in the context of Unisa and the UFS seem to prophecy a monolingual higher education context in which English becomes a hegemonic language in the absence of viable alternatives. Furthermore, those alternatives are neither desired in terms of African language speakers themselves, or are resisted in terms of the use of a language like Afrikaans. In both the court judgments the education merits of multilingualism are lost and in the media the political and ideological positions dominate. This panel will debate the issues and consider how we move beyond the impasse.							
12:00 – 13:00	Lunch							

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13:00 – 13:30	SAERA2018-018 Relevant teacher education policy and practice. Dr RI Odoemenam – Ebonyi State College of Education, Ikwo, Nigeria	SAERA2018-039 Transition pedagogy and first-year students' participation in the curriculum: A University 101 module Mr EE Esambe – Cape Peninsula University of Technology	SAERA2018-065 Morphophonological Effects of English Loanword Adaptation into SiLozi NG Sitali-Mubanga – Kwame Nkrumah University, Zambia	SAERA2018-187 The relevance of initial teacher education programme: the case of a higher education institution in South Africa Dr JK Alex, Dr AM Buka, Dr EN Cische, Dr BZ Gobingca – Walter Sisulu University	SAERA2018-169 Because #FeesMustFall Everywhere: A Case for Critical Comparative International Research of the Oppressive Academy Dr SD Sattarzadeh – University of the Free State	SAERA2018-202 Asynchronous and synchronous e-learning instructions: is it a way to go. A case study of College of Education, UNISA Dr AR Molotsi – University of South Africa	SAERA2018-220 The quality of the literacy abilities of our learners – the eye of the storm? Dr AA Van Rhyn – AROS
13:30 – 14:00	SAERA2018-089 From Student Teacher to Practicing Teacher: Experiences of Mathematics and Language in the Foundation Phase in the Western Cape Mrs SM Mohy-Ud-Din – Cape Peninsula University of Technology	SAERA2018-086 Finding a difference between Physical Sciences and Technical Sciences curricula. A comparative analysis for relevance and authenticity of Technical Sciences Dr SP Mchunu – Umalusi	SAERA2018-076 Relevance in Language, Literacy and Learning: Identifying the influence of the home language on academic writing Dr VF Pfeiffer, Prof C van der Walt – University of Stellenbosch	SAERA2018-128 Confronting gender inequalities in educational leadership: a case of Zimbabwe Dr Z Moyo, Prof J Perumal – University of Johannesburg	SAERA2018-189 (Ir)Relevant and (in)authentic research in education? Foregrounding the significance of (k)not knowing Mrs S Babamia, Ms T Giorza, Mrs R Thompson - University of Cape Town	SAERA2018-226 Enhancing the use of assessment data to improve the teaching of mathematics in an Initial Teacher Education Programme Dr MQ Moloji, Prof A Kanjee, Ms J Ramollo – Tshwane University of Technology	SAERA2018-224 Impressions from Manenberg classrooms: reflections on a Continuous Professional Teacher Development programme offered to Grade 1-4 teachers in Manenberg Ms S Meyer, Ms K Kaimowitz, Ms T Soci – ORT SA Cape

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14:00 – 14:30	SAERA2018-105 Investigating factors motivating individuals to join the teaching profession: A case of the South East Region in Botswana <i>Ms E Mashabile – University of Botswana</i>	SAERA2018-093 Participatory action learning and action research for curriculum practices in economics and management science and the use of information and communication technologies <i>Dr MD Tshelane – University of the Free State</i>	SAERA2018-142 PrimTED National Language Assessment Creation and Application <i>Prof N Roberts – University of Johannesburg</i>	SAERA2018-240 Moral leadership: The school principal as an agent in establishing moral values for the promotion of the school climate <i>Dr BH Challens – North-West University</i>	SAERA2018-205 A critical approach to curriculum implementation: Reflecting on lecturer preparedness to be transformative intellectuals <i>Dr HH Sathorar– Nelson Mandela University</i>	SAERA2018-127 Martin Heidegger’s notion of ‘event’ and the meaning of authentic education <i>Dr DH Griffiths – University of the Witwatersrand</i>	SERA2018-227 News for Kids: Evaluating the impact of providing children with age-appropriate newspapers on reading comprehension <i>Dr S Taylor, Mr E Rasekgwalo – Department of Basic Education, Mr J Baetz – Deutsche Presse-Agentur GmbH</i>
14:30 – 15:00	SAERA2018-133 Moving towards cost-effective delivery models of teacher coaching: Evidence from field experiments in South Africa <i>Dr J Kotzé, Dr SGS Taylor – Department of Basic Education, Prof B Fleisch – University of the Witwatersrand</i>	SAERA2018-114 An exploration of Higher Education teachers’ experience of decolonising the Bachelor of Education honours curriculum at a South African University <i>Dr P Pillay – University of the Witwatersrand, Dr E Swanepoel – University of the Free State</i>	SAERA2018-151 Reflections on (re)designing for decoloniality in literacy education <i>Dr A Ferreira, Dr M Prozesky – University of the Witwatersrand</i>	SAERA2018-168 A conceptual framework for understanding and educating children and youth at risk <i>Miss LY Balie – Cape Peninsula University of Technology</i>	SAERA2018-160 Appreciating integrated service-learning praxis to flourish professional learning and development of scholar-practitioners in community-higher education partnerships <i>Ms K Venter – University of the Free State</i>	SAERA2018-197 Community and University research engagements – Reflections from a South African township project <i>Dr TM Nyatsanza, Prof L Wood – North-West University</i>	SAERA2018-041 A menu for mentoring <i>Prof MA Samuel – University of KwaZulu-Natal</i>
15:00 - 15:30	SAERA2018-193 Rural and Irrelevant: exploration of learning challenges among undergraduates in selected South African and Nigerian rural universities <i>Dr CJ Uleanya, Dr BT Gamede – University of Zululand</i>	SAERA2018-236 Exploring your teaching philosophy using metaphors and metaphor drawings <i>Dr A Hiralal – Durban University of Technology</i>		SAERA2018-247 The inclusion of children’s rights and responsibilities in the South African school curriculum <i>Dr L Munongi, Prof J Pillay – University of Johannesburg</i>	SAERA2018-246 Quantitative vs qualitative research in Education: Polarity or pendulum? <i>Prof PJ Mentz – North-West University</i>	Best PhD Student Presentation	
15:30 – 16:00							
16:00	Venue: Spartan Hall Session Chair: Prof Gert van der Westhuizen Conference wrap up session: Prof Joel Samoff						

Prof Yusuf Sayed Dr Nimi Hoffmann

POSTER PRESENTATIONS

SAERA2018-099

Alternative to traditional physics instructions: The effectiveness of learning style-based instructional approach in high school Science teaching

Miss S Danso, Dr E Mushayikwa – University of the Witwatersrand

SAERA2018-123

The development of an integrated, multi-level process to promote holistic wellbeing through community engaged research

Prof AE Kitching, Dr B van Rooyen – North-West University