

# NEWS



April 2014



## GRADUATION A landmark for our nation

After years of dedication and hard-work, 1030 students graduated from the Faculty of Education in 2014. We can proudly share the achievements of our graduates who have contributed to the success of the faculty, their lecturers and their peers.

Nelson Mandela believed that “education is the greatest weapon with which we can change the world” and these words have become a mantra in the Education Faculty. These words are seen as empowering both lecturers and students as the latter are being prepared to serve their nation as teachers in various schools across the nation. This sentiment is echoed through the institution’s progress as many undergraduate and postgraduate qualifications were awarded at the two graduation ceremonies held at NMMU South Campus and NMMU George Campus respectively.

On the 14th May 2014, the first batch of graduates took to the stage at the South Campus Indoor Sports Centre. The students were smartly dressed as they were presented their qualifications. The undergraduate programmes boasted many accomplished graduates and Cum Laude candidates. The numbers were astounding with 60 Further Education and Training (FET) graduates, 6 of whom completed Cum Laude. The Foundation Phase (FP) had a total of 69 students graduating, whilst 22 of them achieved Cum Laude.

The Intermediate Phase (IP) had the highest number of graduates, 146 in total, 27 of which received Cum Laude; 10 for Languages and 17 in Mathematics and Science.

In a similar vein, the faculty excelled in the postgraduate portfolio. Numerous postgraduates attended the ceremony to receive their qualification. The Vice-Chancellor conferred 62 Postgraduate Certificates in Education (including 14 qualifications completed Cum Laude) and 143 Honors degrees (including 12 qualifications completed Cum Laude). In total, there were 17 Master’s degrees conferred, 15 for research and two for coursework. Four Master’s candidates completed their research projects Cum Laude. Nine Doctorate Degrees were awarded, alluding to the success of the postgraduate research programmes.

The second ceremony at the NMMU George Campus on 4 May 2014 was of a similar standing as many graduates were awarded qualifications in Education. National Diplomas in Education were awarded to 485 students in various phases (14 which were completed Cum Laude) whilst 39 Advanced Certificates in Education were awarded in the areas of School Leadership, Special Needs Education and Language in Learning and Teaching.

Taryn Isaacs



# Imagining the Future

## Kwazakhele High School Learners Attend FoE Graduation

For many of the Grade 12 learners who attended the Faculty of Education graduation on 14 April 2014, it was their first time visiting a university. The Centre for the Community School together with members of the Faculty of Education arranged for the learners to attend the graduation ceremony to give the learners a taste of what is possible as they prepare to leave school and enter into a new phase of their lives.

On the day, the learners had many questions ranging from what the different academic attire represented to what the entrance requirements are for various academic programmes. Seeing what was possible, many students commented that it would not be long before they crossed the stage to graduate too. One learner commented that she would like to complete her PhD.

Highlights of the day included a special word of welcome from the Vice Chancellor during the ceremony, and the chance for one of the learners to become "Dean for the Day" (pictured).

The learner's attendance at the ceremony opened the way for the learners to envision a future that includes their own graduation day.



Ansuya Nagaran

## Grand Ball 2014



Heloise Sathorar and Melony Oliphant attended the George Grand Ball held to raise funds for the George Student Bursary Fund.

## Congratulations Marilyn!

Congratulations to Marilyn Gibbs, science lecturer in the School for Initial Teacher Education, who has completed her Master's in Business Administration (cum laude).

In the picture from right is Marilyn, her promoter, Prof Poisat and two of her classmates who also completed their MBA (cum laude).



## Proud moment!



Vuyo Qweqwe graduated with his B Ed FET qualification. He said that graduation day is by the far the best he has seen. "Special thanks to my mother (single parent) for giving me education, without her I'm nothing. I made her proud. Also thanks to my methodology lecturers, Mrs Gibbs (Science) and Prof Glover (Maths) for making me open-minded for loving and having passion towards Maths & Science. I'm very proud that I will teach Maths & Science with confidence". Congratulations Vuyo!



The Nelson Mandela Metropolitan University (NMMU) positions itself as a dynamic African university set to harvest tomorrow's leaders from today's youth. As one of the regional sponsors of the Eskom Expo for Young Scientists, the NMMU is proud to host the 2014 chapter. Established in 1980 by Dr Derek Gray, the Eskom Expo is an annual science competition that aims at inciting pupils between grades 5-12 to become scientific investigators and innovators.

Mrs Marilyn Gibbs, science lecturer at NMMU, Faculty of Education, has been the Port Elizabeth Regional Science Fair Director since 2009 and is enthusiastic about what this year's young scientists have to offer. "The passion for science keeps us going and to see the creative motivated light in the eyes of those young scientists provides us with hope for the future in South Africa," says Gibbs.

The need for science educators to spark a creative light for science in young people is not unique to South Africa. In their 1996 book, *Young People's Images of Science*, United Kingdom authors, Rosalind Driver, John Leach, Robin Millar, and Phil Scott investigate 'Students' understanding of the nature of science' as a starting point towards improving students' science knowledge acquisition. Their study is motivated by the need for a 'greater public understanding of science' and they identify school science education as a starting point. The Eskom Expo for Young Scientists is one arena where schools and pupils can marry their knowledge of science, with their own curiosity and imagination to discover solutions and alternatives which can help improve school syllabi and the manner in which science interacts with society.

While pupils participating in the Eskom EXPO are encouraged to draw from the science content knowledge they are exposed to in class, they are also encouraged to use newspapers and magazine articles, the internet, television programmes and practical problems from their communities as stimuli for an 'original' project they would like to pursue.

For their science project of choice, pupils either work individually or as pairs in identifying a problem to be solved or asking a question to be answered by using a method that allows them to test their ideas, solve the problem or come to a clear conclusion. Originality, curiosity and following the kind of inquiry mentioned forms part of the desired spirit of a young scientist. The pupils' project of choice falls under any of the following broader strands: Pure Science, Applied Science, Technology & Applied Technology, Engineering projects, Computer Science Projects, Mathematics Projects, and Theoretical Projects.

Previously, learners have taken on creative, critical, analytic and comparative investigative projects such as:

- "Why does milk boil over and water not"
- "Nuclear energy: Energy everlasting or soon to be gone?"
- "Which popular non-alcoholic drinks have dangerously extreme ph-levels?"
- "Centre of mass analysis of different high jump styles"; and
- "Can you power a hotel using free energy?"

According to The Herald, October 10, 2013 last year's winners from the Nelson Mandela Bay include regional leg winner, Phinda Runeli (14) from Masiphathisane High School who won a silver medal for the best development project. Lishka Anderson from DF Malherbe High and Cayla Smith from McLachlan High School both won silver medals for their respective projects. Luan Staphorst, the top achiever for Framesby High took a gold medal and the Dr Derek Grey Memorial Award for the most prestigious project at the Eskom Expo for Young Scientists. Marilyn travelled with the last three learners to Johannesburg where the finals were held. Staphorst investigated the correlation of sleep, music and concentration and found that music affects lateral thinking, problem solving, concentration abilities and cognitive functions. His research project was titled "Insomnia, Music and Maths – are we on the same note?",

Marilyn Gibbs (Faculty of Education), Anthony Marks (Faculty of Engineering) and many other colleagues from across different Faculties at NMMU, as well as some of the education students who work as volunteers during the regional leg of the Eskom Expo, are enthusiastic about these future scientists who come from a diverse group of schools. It is hoped that the Eskom Expo will reach all schools in the Eastern Cape so that all learners have the opportunity to participate and cultivate a love and passion for the STEMI subjects in this annual project.

Kholisa Papu

**The passion for science keeps us going and to see the creative motivated light in the eyes of those young scientists provides us with hope for the future in South Africa**



# The teaching and learning of technology

The teaching and learning of technology aims to develop learners' technological literacy, hereby empowering them to cope with the challenges of a technological society (Freese & Sadek, 2006).

Third year Intermediate Phase students are required to complete the Technology module (PICT 201). The aim is to provide them with adaptable teaching tools, which can further develop their innovation skills.

Many PICT 201 students have had little or no experience using the various technological materials owing to their educational background and subject choices. The Technology curriculum introduces students to the handling of various apparatus, tools and materials through practical activities. As a result, students experience first-hand the limitations, challenges and frustrations that exist when using materials, in the same way that school learner would experience this in the classroom. In addition, many students are negatively inclined towards Technology in general because of stereotyping and are also critical of their under-developed 'technological abilities'.

**I learnt to think creatively and I used this ability to solve problems. I also learnt to find practical solutions for problems**

**Amy-Rose van Jaarsveld**

In Technology the emphasis is on the design process and the advantages of innovative thinking and understanding for the learners. The individuality and uniqueness of each student is emphasised and exposed, although all the students have access to the same materials, tools and apparatus.

The students are also made aware of various teaching methods, such as co-operative learning, which they experience during lectures and activities and this, hopefully, will assist them in their teaching careers. Group work which requires one to be mindful of the opinions and feelings of others is also stressed upon during lectures. The students have expressed the advantages of group work which they feel have made them aware of the importance of respect, time management and learning to focus on the task at hand.

Projects such as the one shown in the picture where students were required to build a frame structure using drinking straws, Afforded them the opportunity to use their different learning, decision-making and problem-solving skills.

Amina Brey and Desma van der Walt

**...is not an easy task. ... needed a lot of commitment and time**

**Gcobisa Boo**



**A lot goes into the design of anything**

**Clinton Schutters**

**I learnt that reflection is also important**

**Margol Montaqu**

**I learnt that designing something requires a process**

**Victoria Manele**

# Faculty of Education Marketing

The Faculty of Education's Marketing Committee took the opportunity to advertise the Faculty to prospective students in the NMB. Two marketing events reached learners in various marketing centres in order to provide access to information on tertiary studies.

On one occasion, on 15 April 2014, the FoE invited other Faculties to address learners from Collegiate High School and Grey High School on possible career choices. Three information sessions were held throughout the evening, in which the Marketing Committee chairperson Tulsī Morar communicated with parents and learners about the courses offered by the Education Faculty. Many learners expressed interest in the B Ed programmes and would like to join our faculty next year. Marketing assistant Lauren Geduld saw the experience as an enriching one because of "having the opportunity to interact with learners who are interested in becoming future leaders. I see myself in them as they have to make life changing decisions... I hope they choose education". Lauren and many other students have given their time to assist with marketing and share their experience as education students.

The second marketing initiative, The VC Township Outreach held on the 23 April 2014, provided a suitable space for learners living in the township to gain access to NMMU key networks. The event held at Nangoza Jebe Hall in New Brighton, was introduced by Vice Chancellor Derrick Swartz as a means of connecting with students in various areas of the NMB. The initiative encourages students to think about tertiary studies. In his address, the VC spoke to all learners in attendance, inspiring and motivating them to strive for their personal best. A small group of students were passionate about teaching and hope to further studies in the FET programme next year. Ginique Brown, one of the marketing students who assisted at the event, found the "evening was a great opportunity to engage with learners who want to study education... It gave me the opportunity to motivate and encourage the learners who feel that education has become a passion for them". Dr Morar and the team did well at both events, and are vigorously preparing for the NMMU Open Day on the 9th and 10th May 2014.

Taryn Isaacs



With more than 200 stalls representing all seven faculties and academic support services like financial aid, student counseling and testing to gain access to study at NMMU, the annual event in the university's Indoor Sport Centre is aimed at both parents and prospective students.

"The stalls will be managed by NMMU staff and senior students who will be able to provide prospective students and parents with expert knowledge within their fields."

"It's an ideal opportunity to find out what's on offer and what's needed to be able to study a particular programme," says acting Deputy-Director Marketing Jo-Anne Daniels.

NMMU offers over 320 programmes in 130 different career fields.

**Port Elizabeth**  
9 & 10 May 2014  
Vodacom/NMMU Indoor Sport Centre, South Campus  
Friday 09:00 – 16:00  
Saturday 09:00 – 13:00

**George**  
16 & 17 May 2014  
NMMU George Campus  
Friday 09:00 – 16:00  
Saturday 09:00 – 13:00

Tel: 041 504 1111  
E-mail: [info@nmmu.ac.za](mailto:info@nmmu.ac.za)  
[www.nmmu.ac.za](http://www.nmmu.ac.za)  
Facebook, Twitter, YouTube icons

## An Action Research Community of Practice

Hosting lecture series or research seminar series has become customary in the Faculty of Education. The third research seminar for 2014 took place on 16 April 2014. Dr Nokhanyo Mayaba, Head of the Action Research Unit (ARU), presented a paper entitled "Action Research community of practice: Towards a definition of action research" to students and colleagues from various departments within the NMMU.

The seminar aimed at working towards a definition or understanding of action research within and beyond the scope of the Faculty of Education. Since the establishment of the ARU six years ago, there has been a growing interest to create a 'knowledge space' characterized by an exchange and sharing of knowledge about action research, said Mayaba.



This interest has been fueled by the need to explore research methodologies alternative to positivist and interpretivist research methodologies. Action research is located within a 'participatory' worldview where the 'dual relevance' of contributing to academic literature and using action to bring about change in local contexts is paramount (Koshy et al, 2010; Dick, 2009; Parkin, 2009).

As a result of regular meetings, the ARU hopes to initiate collaborative interdisciplinary projects that use action research as a methodology. In the next action research community of practice session held on 24 April 2014, the following colleagues shared their action research projects as exemplars of what characterizes action research projects:

- Dr Logan Athiemoolam: Using drama in education for active student participation: An Action research project.
- Ms Elsa Lombard: VIG as a tool to improve reflection on teaching practice.
- Dr Cheryl Walter: Activity beyond problems: Solutions for PA in South African schools.

Kholisa Papu

## Girl - led "from the ground up" policy-making in addressing sexual violence at a South African University

On the 28th March, 13 young women who are in their second year of studying towards their Bachelor of Education, met in Brookes Hill Suites Conference Centre with HIV and AIDS researchers, Prof Naydene de Lange (NMMU) and Professor Relebohile Moletsane (UKZN), to engage in participatory research to explore issues of sexual violence. We began by reflecting on the previous sessions we had where we had to look back at our rural schooling experiences and make a cellphilm about one thing we liked about school and one thing that made us feel scared at school. We then looked at university and what makes us feel unsafe at university with regards to sexual violence. We made a cellphilm about that too.



This particular weekend we had to dig deeper and come up with more situations or places where we felt unsafe as young female students. It was surprising how many situations and spaces we identified and how many experiences were in violation of our rights as young women. This clearly revealed that there are many unreported sexual violence crimes and that such violation of young women students happen almost on a daily basis but usually the victims blame themselves or are blamed by their peers, and also do not speak out about it.

Discussing all the experiences of feeling unsafe as young women on campus, our next task was to think and say, "what can I do about this"? This led to us working in groups and putting four Action Briefs together, indicating what is to be done. We then designed Policy Posters which address these issues and plan to present them to NMMU policy makers so that awareness can be raised about these issues and how they affect us as young women. Our taking action therefore intends to bring about change by making our university environment safe for us and the next generation of students.

## Allcopy Maths Textbook



3rd and 4th year FET maths students and key staff are pictured with some of the FET Mathematics classroom resources that AllCopy Publishers recently donated. These are already being used in lectures and workshops by Prof Glover as well as being available for students to use in our PE Resource Centre as well as in George for the FET students there. Our deep appreciation for the prompt and professional way in which All Copy Publishers supported our request for material donations (Prof Hugh Glover).

# CONGRATULATIONS



Education Academics at the 2014 graduation



Heloise Sathorar (HOP), with some of the 56 PE students graduating from the BEd FET Programme in 2014



Aniqah Baardien (ACE - Special Needs Education)



Amina Brey (RIGHT) (MEd cum laude)



Jenna Hammond (BEd) and family



Dr Charlotte Hendricks and family.



Josephone Nel (NPDE)



Ranjini Rajoo with Robin Notshulwana



Peliswa Lugebu (NPDE) from Humansdorp and her family



Nkosazana Pungulwa (PGCE) and her daughter



Prof Alette Delport, Heloise Sathorar and Melony Oliphant at the George Campus Graduation



Lauren Seaman and Jessica Starbuck (BEd)



Muhammed Ramlan, Jason Flanagan and Micardo Erasmus - BEd