

NEW BUILDING FOR

B Ed Foundation Phase programme



The Foundation Phase is a critical phase in the education of children. It lays the foundation and building blocks upon which learning can take place in children between the ages of five and nine (Grade R to Grade 3). How and what teachers in the Foundation Phase teach profoundly influences the rest of these children's lives.

Recognising this as a critical educational phase, the NMMU's Faculty of Education will establish its B Ed Foundation Phase programme (FP) on the Missionvale Campus in a new building with cutting-edge teaching facilities.

"At NMMU we strongly recognise teaching as an incredible profession and a daring profession to be part of, hence our message '*Dare to teach, Dare to Lead!*'" says NMMU's Deputy Vice-Chancellor: Teaching & Learning, Professor Denise Zinn.

In alignment with NMMU's Vision 2020 to establish the University as a higher education institution of first choice, NMMU is offering its flagship B Ed Foundation Phase programme to committed, passionate and compassionate students. These

students will be educated, supported and equipped with the necessary skills and competencies through a curriculum that values the multiple diversities that learners bring with them. This curriculum is forward-looking, innovative and is set to revolutionise the Foundation Phase profession.

"The new generation of educators will leave our University as critical thinkers and agents of hope, change and social justice. These new teachers will enter communities throughout the Eastern Cape," says Prof Zinn, who started her working life as a high school teacher in Port Elizabeth.

This flagship of the NMMU and Faculty of Education starts its new life on Missionvale Campus in 2016. A new building with cutting-

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edge teaching facilities is currently being built specifically for the Foundation Phase programme. Designed by architect Neal Fisher, it will stand out as a beacon of world-class educational excellence, which is precisely the kind of repositioning that Foundation Phase teaching requires.

The situation and suitability of the Missionvale Campus was thoroughly interrogated by NMMU and Faculty of Education leadership. Dr Deidre Geduld, Head of the Foundation Phase Programme, summarises the selection of Missionvale Campus as the campus of choice for the Foundation Phase programme:

- ▶ The availability of a large number of primary schools and Early Child Development Centres complement the Foundation Phase Programme. We can form partnerships for learning, teaching, research and engagement, and thus contribute to the building of new layers of teachers and communities of practice, who will be better equipped to teach Foundation Phase learners for a successful and sustainable future.
- ▶ At the same time, the surroundings reveal the prevailing impoverishment that has continued as a legacy from the Apartheid dispensation, which is one of our new nation's biggest challenges. It is these very conditions that provide the challenge that we are seeking, and that we need to meet, if education, and teacher education, is to make a real difference by creating inclusive structures of participation, deliberation, and decision making that involve a number of stakeholders.
- ▶ There are several primary schools in the vicinity of Missionvale Campus which can assist us in interrogating our assumptions about education and what quality education is as we nurture public intellectuals who are able to critique policy and frame their own agency as intellectuals willing to connect their teaching within a broader democracy concerned over social justice, equality, and an alternative vision of what the university can do for its community.
- ▶ This campus is also located midway between Port Elizabeth and Uitenhage districts, providing easy access to both ends of the metro.



Editorial



It is my third month in the office as the executive dean of the Faculty. I must say it has been an exciting and yet challenging experience thus far. I want to thank the Faculty for giving me such a warm welcome when I arrived and I am looking forward to working with all the staff and students in the Faculty and the NMMU community at large.

These three months have been quite busy with different projects and processes that need immediate attention and planning. The implementation plan for the move of the Foundation Phase (FP) 3rd and 4th years to the Missionvale campus in 2016 is well underway. As part of the implementation plan, an information session was held with FP students and their parents and discussions, consultations and negotiations with all other stakeholders are in motion.

The Faculty is busy on so many fronts and one of these engagements is the drafting of the 2016-2020 strategic plan that is currently in process. I am looking forward to the Faculty's engagement with the draft so that at the end we have a strategy that reflects the intentions and aspirations of the whole Faculty. Budget plans will soon have to be submitted and I hope that allocations of the budget will allow us to put our plans in place.

The re-curriculum process has proven to be a very labour intensive process and yet a rewarding one too. Our programme accreditation applications has been submitted and we that the programme teams for the hard work well done. Hopefully we will be able to implement our innovative and forward-looking curriculum in the very near future.

A pop up shop to support our students through the Sodla Sonke initiative was established recently. It is amazing how this initiative has gained traction in such a short space of time. Thank you to the Admin Forum for thinking out of the box and coming up with such a brilliant idea.

The second semester is almost half-way through and there is still a lot to be done. I am looking forward to a productive year from students and staff alike.

Dr Muki Moeng, Executive Dean



RECESS WELL SPENT: Students Volunteer Assistance for Gr 12 Learners

Wandile Sizani organised a programme of tutorial classes for learners in his community. Initially Wandile, his friends and friends of friends planned to tutor Grade 12 learners as a community service in their hometown of Aliwal North. Wandile is a B Ed 1 FET student. His team members study at Central University of Technology, The University of Fort Hare, and the University of the Free State and the University of Johannesburg.

The team taught Grade 10 to 12 learners in the Science and Commerce streams from 22 to 26 June. The Department of Education (DoE) heard of their efforts and joined forces with Wandile and his friends. For the next two weeks the DoE supported their efforts. They were based at Malcomess Senior Secondary school and worked closely with the school principal Mr Ngogotho.

Learners from all the surrounding schools were invited to participate. The assistance from the DoE made it possible to copy past exam papers. There was also a nutrition programme for learners and meals for the tutor team.

In the period from 5 – 10 July Wandile initiated another activity. He organised arts activities for the children from the community. Children and the youth could participate in Ballroom Dancing, Drama and Poetry workshops.

The ideology behind these activities is to ensure that young people in the community are actively involved in positive activities. This deters them from becoming involved in substance abuse, crime and other activities.

Wandile enjoyed his busy recess period. Although the DoE has invited him to run his tutorial programme in September, Wandile is considering staying in Port Elizabeth to focus on his own studies. Thanks to Dr Margie Childs for urging him in sharing this story with the university.

By Wandile Sizani and Dr Margie Childs



SuperEd visits the Khayaletu Youth Centre



The Faculty of Education's Super Ed South group has recently been quite busy with cake sales and raising funds for various projects on South Campus. On the 10th of June, the group went to visit the Khayaletu Youth Centre for boys, to surprise them by bringing tasty edibles and good company.

The centre began as a street Children's project which was initiated in 1996 between ACVV Port Elizabeth Central and Youth for Christ in an effort to address the endless plight of street children in the city. Although the project began in 1996, the management team registered the newly-founded children's home with the Department of Social Development in October 1999, after the assessment of the home took place.

The boy's home was originally situated in North End, but over time, the space became too small. Thanks to sponsorships and funding, they eventually found a home in Kragga Kama that is spacious, comfortable and able to accommodate all of their boys. Around 40 boys have been staying at the home since 2012 where

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their meals, schooling, clothing and extramural activities like karate are catered for.

The Super Ed group learnt about the home through Carla Stindt, a teacher and housemother to the boys, who spoke to the group and told them how the home came about. While at the home the Super Ed group spent time with the kids, served soup and cupcakes (made by the team) and went for a walk with the kids. At the end of the visit, two of the boys stood up on behalf of the Khayaletu Youth Centre to thank the Super Ed team for their time and effort and members of the group exchanged words of thanks in the hope that they will again return.

By Diondra Ownhouse

Marrying literacy and science writing

Adapted from Marketing and Corporate Relations



Language and literacy, science and education. Master's in Education student Kholisa Papu succeeded in combining all four aspects and brought science writing and education together which resulted in her winning the South African Society for Engineering Education (SASEE) best submission and best presentation awards at SASEE's Third Biennial Conference held at University of KwaZulu-Natal recently.

Kholisa's paper, "Investigating the use of argumentation to promote critical thinking in first year mechanical engineering laboratory report writing", was presented in the 'academic support programmes and initiatives in STEM (science, technology, engineering and mathematics) teaching' strand. Her research findings stimulated lively discussion and was considered to be an innovative and meaningful contribution towards engineering education, particularly in light of current re-curriculation imperatives.

The paper is part of her Master's research study on investigating the effect of a Science Writing Heuristic approach in first-year mechanical engineering laboratory report writing at Nelson Mandela Metropolitan University. The Science Writing Heuristic is a laboratory report writing intervention that uses argumentation to promote reasoning about laboratory data and it can be used both by the teacher/lecturer and the student, i.e. there is a teacher template and a student template.

The teacher template guides the teaching of content knowledge before laboratory work is done and the student template provides prompts that scaffold students' thinking about laboratory work through a writing to learn approach. Importantly, these writing prompts/thinking prompts offer meta-cognitive support that is, they seek to make the student aware of their own thinking and how they have come to learn.

"I come from a family of teachers and have always been passionate about language, learning and education. Studying towards a Master's degree in Education provided me with an opportunity to bring together language literacy and a priority area in education, namely writing to learn in science. I hope to influence young people through the love of reading and writing. I also have great supervisors and there is plenty of support for postgraduate students in the Education Faculty," says 28-year old Kholisa.



And with her specific areas of interest in the education field of helping students to develop in terms of writing to learn and critical thinking, and furthering her research on academic literacies and multilingualism, she aims to do just that.

Kholisa started at NMMU as an undergraduate student in 2006 and worked in many areas of the university before joining the Faculty of Education as a researcher in 2013. Once while attending a CANRAD Seminar, I met Dr Berit Lundgren, a Research Associate in the Faculty of Education from Sweden, who invited me to join a research project on writing science content essays in English and Home language (isiXhosa) and I translated all the student texts written in isiXhosa into English.

"In this research project, I worked with her, Dr Mary Grace Villanueva and Prof Paul Webb from 01 June 2013 to date on various research projects in the Faculty of Education and I have been learning a lot from them. So I started in the Education Faculty as a research assistant then I also joined the Faculty newsletter team and now I work as a Coordinator for the East and South African-German Centre of Excellence in Educational Research Methodologies and Management (CERM-ESA). There is no dull moment in this Faculty.

"In February 2014, I registered for a Master of Education degree and I will be handing it soon and I'm crossing fingers to graduate at this year's summer graduation.

After completing her studies Kholisa would like to step back and reflect on her research journey before attempting to pursue doctoral studies. "While I reflect, I would like to work in academia and travel".

For more on the story, follow the link <http://news.nmmu.ac.za/News/Marrying-literacy-and-science-writing>

PICTURING HOPE

In the May edition of the Faculty Newsletter we had a teaser about the Picturing Hope Exhibition.

Picturing Hope Exhibition

Believing in yourself

YOU ARE ENOUGH!!!

The more you learn the more you realize the rewards of believing in yourself. If you go through life allowing others to dictate where you're always going to fall short of where you'd like to be.

Your vision for yourself is stronger than anyone's perception of you. The more you internally enforce who you are, the more you believe in it and the faster the reality of it is realized.

BE PERFECT EXACTLY AS YOU ARE. THERE IS NO SUCH THING AS A PERFECT BODY. CHANGE ANYTHING ELSE, THE RESULTS WILL BE THE SAME. DON'T WORRY ABOUT IT.



The Visual Methodologies for Social Change Unit has an interest how visual approaches can be included both in teaching and research. The project "Picturing Hope" has pedagogical and research interests. Students had the opportunity to take photographs on campus that resonate with the concept of hope. Thereafter they wrote accompanying texts. This work forms part of the PCEP101 English Communication module. Students as "agents of hope" have the opportunity to engage in collaborative conversation and activity to explore their understanding of the idea of hope.

The exhibition was displayed in the following venues:

- ▶ 060002: B Ed IP (L)
- ▶ 060124: B Ed IP (M&S)
- ▶ 110005: B Ed FET and B Ed FP.

In capturing images and composing texts, students were guided by the following:

- ▶ *Cooperation and communication:* In working together as a group aim for cooperation and consideration of the insights of all group members. Think about ways of communicating effectively with each other so that the task can be completed with ease and grace.
- ▶ *Confidentiality:* If human subjects are included in the photographs, bear in mind the ethical considerations we discussed.
- ▶ *Coherence:* Stick to the theme of hope and the instruction to take photographs on South Campus.
- ▶ *Creativity:* Think about interesting camera angles that can enhance the message you are conveying.
- ▶ *Correctness:* Edit texts carefully so that they engage the audience positively.

We have tried to move away from a sentimental, "Hallmark Greeting Card" understanding of hope. We have considered a way of being an 'agent of hope' not as giving or dispensing hope to the hopeless – as if we have hope and they don't. Rather, we have tried to picture the obstacles and challenges faced by society and what we can do to bring about change. However small. In whatever way we can.

The second phase of the project involves examining the pictures and texts to determine the prominent themes emerging from the work. A lens informed by Freire's work on humanising and hope is being used to examine the themes and insights of students in response to their own work and the work of their peers.

Up Ever, Backwards Never!

The following poem resonates with our understanding of hope:

I have come to accept the feeling of not knowing where I am going. And I have trained myself to love it. Because it is only when we are suspended in mid-air with no landing in sight, that we force our wings to unravel and alas begin our flight. And as we fly, we still may not know where we are going to. But the miracle is in the unfolding of the wings. You may not know where you're going, but you know that so long as you spread your wings, the winds will carry you. C. JoyBell C.

People are always there to help you,
therefore we can reach the top.

Our accompanying photos demonstrate "being together in hope" and "opening our wings to fly".

Olwethu Vena
Sive Qakana
Sesethu Madikane
Sisi Phophayi
Nasiphi Dali
Sinazo Ngalo
Nogidela Kanyisa
Thubelihle Ndlovu





Faculty of Education students and staff participate in HSRC Youth Day event

On Thursday 2 July 2015 NMMU students and staff participated in a Human Sciences Research Council Seminar via video link. The seminar entitled *Youth Educational Activism: Reflections 39 years after Soweto '76*, included participants from the University of KwaZulu Natal, the University of Cape Town and University of Witwatersrand. Speakers from each university had an opportunity to make a presentation and then a general discussion took place.

The programme included the following speakers:

- ▶ Mr Kgotsi Chikane, National President of InkuluFreeHeid, University of Cape Town (UCT)
- ▶ Ms Jessica Breakey, White Privilege Project, University of Cape Town
- ▶ Ms Thoko Jean Chilenga, #TransformWits Movement, University of Witwatersrand (Wits)
- ▶ Ms Petunia Mpoza, ANC Youth League, University of Witwatersrand
- ▶ Mr Thabiso Skhosphi Radebe, Students Representative Council, University of KwaZulu Natal (UKZN)
- ▶ Discussants: Prof Sharlene Swartz, Dr Sarah Chiumbu and Dr Alude Mahali (HSD, HSRC).

Professor Patrick Bean invited B Ed 1st year students registered for the second semester education module Education in Time and Space (PGED112) to participate. An invitation was also extended to all faculty staff. NMMU students and staff gathered in the Video Conferencing venue at North Campus and enjoyed a finger-lunch prior to the commencement of the event.

In the context of Youth Month, the seminar focussed on how youth activism had changed over the past 39 years, since the



student uprising that began in Soweto in 1976. This protest was ostensibly over the issue of the medium of instruction in schools for black youth.

Youth activists from UCT, Wits and UKZN had the opportunity to reflect on their experiences related to education and transformation. The Rhodes Must Fall movement has initiated a call to transform South Africa's academic institutions. "The transformation agenda is engendering a new form of youth educational activism that is focusing on issues, inter alia, curriculum reform; demographic diversity within the academy; institutional culture and institutional naming" (HSRC).

The seminar had the objective of engaging the voices of students on current issues related to education and transformation in post-apartheid South Africa. NMMU students indicated that they enjoyed hearing the views of students at other institutions and gaining a perspective on their view of transformation, or the lack of it in higher education.

Dialogic engagement between local and university communities:

Enabling agency towards active citizenship in the context of education



The purpose of the new NRF funded project (2015-2017) is to explore how dialogic engagement, between the university community and the community the university serves, might enable agency towards active citizenship in the context of education. This project therefore involves partnerships between the Education Faculty and selected schools and communities within the Nelson Mandela Metropolitan area and surrounding countryside. The project is headed by Naydene de Lange with project team members Prof Andre du Plessis, Dr Eileen Scheckle, Dr Mathabo Khau, Dr Alistair Witten and Mr Allan Zinn from CANRAD.

In order to achieve its objectives the project has identified four nodes, each facilitated by a staff member from the faculty and working with a postgraduate student (who receives a grant-linked bursary) using a community-based participatory research methodology. Node 1 (School functionality) is headed up by Dr Alistair Witten, working with his doctoral student Bruce Damons. Node 2 (Digital spaces and ICT to improve learning) is headed up

by Prof Andre du Plessis, who is looking to find a postgraduate student for the next year. Node 3 (Multiliteracy and multilingual practices) is headed up by Dr Eileen Scheckle, working with a part-time masters student Jessamy Kromhout. Node 4 is jointly facilitated by Prof de Lange and Dr Mathabo Khau and master's student, Marianne Adam, is working in this node. The three year project has great opportunities for the university staff and community members to learn from each other and to make a difference in citizenship.

A Moodle site has been set up for the project and enables the team to access and share necessary project information, while each project meeting is set up as a learning opportunity. The enthusiastic team is looking for more postgraduate students to contribute to the project, supported by Veronica Msutwana (PhD candidate), the project administrator.

By Veronica Msutwana



Lecturers provide CISELT training for educators



The CISELT (Certificate in Secondary English Language Teaching) collaborative English language training project involving the British Council and the Department of Basic Education and Training for all FET English First Additional educators was initiated in 2014 in Gauteng. The first round of training involved sharing the British Council designed material with cohorts of subject advisors from all the provinces and invited lecturers from Higher Education Institutions in South Africa. Eileen Scheckle and Logan Athiemoolam, who represented the Faculty of Education at these training sessions in 2014, were certificated to provide the training to identified teachers and subjects advisors on the request of the



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Department of Basic Education.

In June this year the two education lecturers at the invitation of Mr Norman Fumba, the Director of English First Additional language at FET level in the Eastern Cape Province, provided training to a mixed group of Subject Advisors and teachers from 4 of the districts namely Grahamstown, Uitenhage, Graaff Reinet and Fort Beaufort. During the training held at the Teacher's Centre in Struandale on the 22nd of June, the lecturers covered two of the themes namely 'Creative Teaching and Learning Literature' and 'Content Focused Learning and Teaching Content and Language Integrated Learning'. The educators, who received the training and certification, would be sharing the material with their colleagues in their respective districts adopting the

cascading model. Mr Fumba, the director, and the educators present were so appreciative of the training and the insights gained during the sessions provided by the NMMU lecturers, that they expressed the hope that the lecturers would be available to support them in the future.

Thus far the success of the CISELT roll out in the Province could be ascribed to the excellent leadership and co-ordination skills of Mr Norman Fumba. It is hoped that the high standard of the British Council material and the novel and creative ideas proposed in the delivery of the material will serve to enhance English First Additional language teaching and learning at FET level across the province.

By Logan Athiemoolam

South African Association of Research in Science, Math and Technology Education



Adapted from the SAARMSTE newsletter

Welcoming all academics

On an otherwise quiet Saturday morning on the 27 June 2015, the NMMU Faculty of Education welcomed academics and postgraduate students from Rhodes, WSU and UFH. Various presentations were scheduled for the day where students and academics shared their research.

Dr Moeng highlighted the importance of such engagements as she said that "it strengthens our collective work and is an opportunity for our academics and students to connect in a community of practice that is wider than their own faculties." Students and academics welcomed the opportunity to share their research in a developmental space where they were "free to comment on each other's work" and "meet up with people sharing common research interests."

The keynote address by Dr Adam continued the collaboration conversation started earlier this year at WSU and UFH. In her address, the research climate create by supervisors to induct novice academics into a research community provided a generative space for thinking and sharing by both students and fellow academics.

The SAARMSTE writing Clinic

Prof Fred Lubben from the University of York in the UK and editor of AJRMSTE must be commended for his generosity. He volunteered to facilitate a writing clinic hosted at NMMU for students and academics who were working on pieces of writing for publication.

The two-day clinic held on the 29th and 30th of June 2015 is another activity that the EC chapter hosts to support writing. Participants who attended commented on "how useful it was to get insights into what journals are looking for when you hand a piece of writing," and "being in this forum clarified the thinking process because of the support from more experienced colleagues."

Participants were expected to send Prof Lubben their draft articles two-weeks before the event, hence, "the clinic was more meaningful because I was working on something that was mine." Since the writing clinic is a follow up activity from the research colloquium hosted by NMMU, the conversation students had at the colloquium could be directly fed into their writing and they were able to share and peer review each other's work beyond simply listening to a presentation.

In addition, the writing clinic opened opportunities for writing short paper abstracts for the SAARMSTE conference at TUT in Pretoria in 2016.

Educational Research on the George Campus



MMU's Faculty of Education on the George campus has excelled in research recently. Three research projects undertaken in schools in the Southern Cape have already been presented at conferences with a further two to be presented at a conference at the University of Free State in October. What makes this achievement more significant is that the research projects are done at undergraduate level by 4th year Education students.

The first project dealing with changing philosophies of pre-service teachers was presented at a symposium at Wits University and progressed to an article submission to one of the top educational research journals in South Africa. The research projects are supervised by Educational Psychologist, Dr Bridgette Johnson and Faculty of Education Academic Coordinator, Dr Keith Arnolds. Recently Dr Arnolds, together with former student, Roelof Steyl presented two papers at the 14th European Congress of Psychology in Milan Italy at the University of Bicocca. The conference was attended by more than 3000 of the world's leading academics in the field of psychology.

Roelof co-presented a paper on the effect of absent fathers on the resilience of learners. Significantly, he was one of the youngest and most inexperienced presenters, holding his own against seasoned professors and psychologist. The second presentation focused on substance use in schools in the Southern Cape and was researched by a team led by Kevin Fuchs.

The conference emphasised the world's interest in educational issues in the Southern Cape and correlations between South Africa and the rest of the world were drawn. Under the theme of 'Adjustments in Adolescents' it was noted that substance use, for example, was also a major problem among adolescents in countries like Holland, Greece and Sweden.

The other two papers to be presented in October deals with the impact of poverty on learning at secondary schools in the Southern Cape and academic effects of second language instruction on high school learners.

By Keith Arnolds

EDULEARN₁₅



Johanna Geldenhuys attended the 7th International Conference on Education and New Learning Technologies in Barcelona, Spain from 6th to 8th of July 2015 to present a research poster. There were 650 delegates from more than 80 countries and it was a pleasure to meet some of the participants who came from all parts of the world to contribute to the conference. Not even the unexpected temporary power blackout in Barcelona on Tuesday before lunch could dampen the participants' enthusiasm.

By Johanna Geldenhuys



INTERNATIONAL CONFERENCE

on Learning Held in Madrid



The 22nd International conference on learning was held at the Universidad San Pablo CEU in Madrid (Spain) from the 9-11 July 2015. The conference, which is held annually in different parts of the world by the knowledge Learner Community, aims to explore the meaning and purpose of education, with a focus on innovative pedagogies and a view to new social possibilities through education.

The learner knowledge community is brought together around a common concern for learning and an interest in exploring new educational possibilities. The community interacts through an innovative, annual face-to-face conference, as well as year-round online relationships, a family of peer reviewed journals, and a book series.

The learning conference is built upon four key pillars namely: Internationalism, interdisciplinarity, inclusiveness and interaction. Conference delegates include leaders in the field as well as emerging scholars who travel to the conference from all corners of the globe and represent a broad range of disciplines and perspectives.

The theme for this year's conference was "What counts as Learning? Bid Data, Little Data, Evidence and Assessment". The conference made provision for speakers to present papers in either Spanish or English thereby affording fellow academics opportunities to present their papers in their home languages. The plenary sessions, which were conducted in both English and Spanish, made adequate provision for translation services for colleagues' who were only proficient in one of the languages.

Logan Athiemoolam presented a paper at the conference entitled 'Pre-service teachers' perceptions of a humanizing pedagogy', which provided an outline of his Intermediate Phase (Language) students' perceptions of what a humanizing pedagogy meant to them. The next Learner conference will be held in Vancouver (Canada) in 2016 and in Naples (Italy) in 2017.

By Logan Athiemoolam

Girls Leading Change

Naydene de Lange presented a paper entitled Girls Leading Change in Addressing Sexual Violence at a University in South Africa, at the 11th International Interdisciplinary Social Sciences Conference, Split University, Croatia, 11-14 June.

Croatia is a beautiful country and Split a lovely historical city. The conference was held at Split University. A highlight of the conference was the former president (up to February 2015) of Croatia, Ivo Josipovic, presenting a keynote address on the first day of the conference. What is interesting is that he is a law professor but also a music composer. His address was fascinating and had several implications for other countries. Also presenting at the conference was Emeritus Prof Tilla Olivier and her recently graduated doctoral student, Dr Esme Mack.

By Naydene de Lange



EDUCATION MEDIA AND CLASSROOM competencies module



The media unit on games was developed by Prof Du Plessis, and now in its second year of its implementation. The majority of students felt very satisfied with the design process. Creating and designing games by means of using the ADDIE framework, is a very stimulating process which promotes creativity through learning as design. The assessment process is also different from the traditional lecturer-assigned mark. The game assessment involves that peers play each other's games and award a group mark. This creates an opportunity for interaction and cross pollination of ideas which brought energy into the classroom. The final games were creative and enticing, which shows what our FP and IP students can achieve. The greatest award was to see how they engaged in playing the games and the story their faces told. We are very proud of their inventions.

Looking ahead, as self-driven futuristic teachers, they could start planning towards teaming with website programmers to develop interactive educational websites for South African classrooms. Their digitised games added to educational websites could be accessed by a wider community of pupils and played on demand 24/7 through the Internet environment.

By Joy Turyagyenda (Ms)



Principals' WiL Workshop

On the 18th and 24th of June, Dr. Lonnie King presented a Work in Learning workshop with principals and deputy principals of the partner schools that work with the faculty for the Site Based Learning programme (SBL). The approach differed to previous interactions with principals where dialogue is key aspect between the schools and faculty. The workshop was formed as a conversation with schools within the current network and prospective schools for future SBL. A total of 31 principals and deputies from the Port Elizabeth district were hosted on South Campus in the education building and 11 within the Uitenhage district.



This workshop discussed the programme itself, the role of the principal during this programme and what is expected of both the students and school. It is also to improve quality of support offered by the school and its mentor-teachers. The conversational workshop also offered an opportunity for principals and deputy principals to give critical feedback and input regarding the SBL programme.

The objective of this conversation was to interact with the schools and strengthen current relationships with the schools as well as the development of future relationships with prospective schools. The workshop extended beyond just the fourth year teaching practice but also included the second and third year observation, and potential first year exposure to the teaching environment.

By Cinique Brown

B Ed programmes



It is with deep gratitude and a huge sense of relief Professor Alet Delpoit announced the acceptance of the new B Ed Foundation Phase, Intermediate Phase and Further and Education and Training Phase programmes by APC on the 8th June 2015.

The comprehensive submissions (of about 300 pages each) were the result of many hours of deep thinking and collective engagement. Thanks for participating so patiently and thoughtfully. The faculty will OWN these programmes and they are authentically ours!

These proposed programmes will now serve at ECS and Senate, from where it will go to external bodies (DHET, HEQC, SAQA) for approval. If all goes well, we hope to register our first cohort of first years in 2017...

Thanks too to our PAs for their critical contributions and cooperation! Much, much appreciated.



Sodla Sonke

Pop Up Shop

For a wide variety of good
quality secondhand goods, come visit.

Open

every lunch time from
12:00 – 13:00 from 3 August to 28 August

South Campus Building 11, Room 121

Please do come and support this initiative
to raise funds for our students in need.



Show your **support**. Show that you **care**.