



SACHES

**Southern African Comparative and
History of Education Society**

Monday, 28 to Wednesday, 30 November 2022

Theme

***“Rethinking Comparative and International
Education in the Post COVID-19 era”***

Venue

Cape Town Lodge Hotel & Conference Centre, Cape Town, South Africa



CONFERENCE PROGRAMME

Monday, 28 November 2022

11:00	Registrations	<i>Registration Area</i>	
12:00	<i>Lunch</i>		
13:00 – 13:20	Opening and Welcoming	SACHES President – Charl Wolhuter	
13:30 – 14:30	KEYNOTE ADDRESS	Session Chairperson: Karen Collett	
	Linda Chisholm Centre for Education Rights and Transformation, University of Johannesburg <i>Celebrating the life and work of Prof Sheldon Weeks, comparative educationist</i>		
Session chairpersons	SESSION 1A Moleboheng Ramulumo		SESSION 1B NP Shabalala
15:00 – 15:30	Moleboheng Ramulumo and Soane Mohapi Rethinking instructional strategies for teaching Mathematic, Mathematical Literacy, Physical Science and Life Science post Covid-19 pandemic era		Andre Bechuke, Raymond Emekako and Mubanga Mpundu Leadership for digital transformation in Higher Education post COVID-19 era
15:30 – 16:00	Koketso Nthimbane and Obakeng Kagola Humanizing online teaching and learning within the bed foundation phase program: moving beyond covid-19		Mark Mason Cross-cultural clashes in Hong Kong: higher education's role in finding a way out of the impasse
16:30 – 17:00	Sydney Mupeta, Kaumba Chivunda and Maureen Somp Re-envisioning the teaching of Civic Education in the Post-Covid 19 Era		Lettah Sikhosana and Awelani V Mudau Developing and implementing the sustainable intervention strategy for solid waste management through partnership
17:00 – 17:30	Morgan Kapatamoyo , Mphande Fumbani, Bupe Getrude Mwanza and Mukuka Harriet COVID 19 Competitive strategies on Zambia's Aviation business sector. A case study of Zambia Airports Corporation Limited		Nonkanyiso Pamella Shabalala Transformative Research in the Advent of Global Crises in the Educational Sector: The case of Department of Education in KZN
18:00	CONFERENCE DINNER		

Tuesday, 29 November 2022

09:00 – 09:50	KEYNOTE ADDRESS Session Chairperson: Juliana Smith Ewelina K. Niemczyk and Mary Gene Saudelli North-West University and University of the Fraser Valley <i>Shaping Higher Education for Sustainable Development: A Comparative Study</i>	
Session chairpersons	SESSION 2A Lungi Sosibo	SESSION 2B Fumbani Mphande
10:00 – 10:30	Charl Wolhuter Can the COVID-19 Pandemic Re-invigorate SACHES Comparative and International Education in Southern Africa?	Andrew Mwakawele, Charles Guanzula and Fumbani Mphande Social-psychological impact of covid-19 on the work of administrators, lecturers and students at selected universities in Zambia
10:30 – 11:00	Sydney Mupeta Adapting and Surviving in the Provision of Higher Education amidst Covid 19 Global Pandemic: Insights from Chreso University	Juliana Smith and Karen Collett Supervisor perspectives of the possibilities and perils of online co-supervision within the COVID-19 context: A critical reflexive auto-ethnographic account
11:00 – 11:30	Lungi Sosibo Student teachers' barriers to self-directed learning within asynchronous learning environments amidst Coronavirus-19 lockdown	Webster Hamweete Factors affecting efficient and sustainable systems within technical education, vocational and entrepreneurship training systems managed institutions in Zambia
11:30 – 11:50	<i>Tea Break</i>	
Session chairpersons	SESSION 3A Louw de Beer	SESSION 3B Maureen Somp
12:00 – 12:30	Sharon Mampane and Madikela Lekalakala Mentoring and inducting newly appointed teachers in South African public schools	JP Rossouw Innovation in Higher Education in the post-Covid era
12:30 – 13:30	Louw de Beer Theory to Practicum CIE implementation in HE Education during Covid 19	Maureen Somp , Kaumba Chivunda and Sydney Mupeta Research and the Autonomy of Higher Learning Institutions in the Covid-19 Era: A Case of University of Zambia
13:30 – 14:00	Thelma Mort and Anriet van Deventer Learning from supporting Creative Arts teachers over Whatsapp	Benard O Nyatuka Research trends in higher education during the Covid-19 era: realities and opportunities in Kenya
14:00 – 15:00	<i>Lunch</i>	
Session chairpersons	SESSION 4A Maele Mononyane	SESSION 4B Molaodi Tshelane
15:10 – 15:40	Thelma Mort and Sean MacGinty Reading yourself into the picture: improved English language skills through participation in an online arts learning programme	Molaodi Tshelane and Jaysveree Louw Are we producing enough homogenised standard robots in curriculum practice post COVID-19 era?
15:40 – 16:10	Mphande Fumbani , Nitah Nalomba and Kalimaposo Kalisto Factors Influencing E-learning preparedness in COVID era: Selected Schools in Lusaka District	Victor J. Pitsoe and Thulani Zengele Widening access and participation in Higher Education as a curriculum transformation act in the post-Covid-19 era
16:10 – 16:40	Maele Mononyane and Molaodi Tshelane A reflection of the lived experiences of English First Additional Language departmental heads towards sustainable curriculum practice	Inonge D. Milupi , Mirriam Sampa Moonga, Pauline Monde Namakau, Bernard Chileshe and Magadalene Simalalo Effects of the COVID-19 pandemic on the use of Natural Resources among Local communities in Zambia
16:40 – 17:00	<i>Tea Break</i>	
17:30	SACHES ANNUAL GENERAL MEETING	

Wednesday, 30 November 2022

Session chairpersons	SESSION 5A Princess Blose	SESSION 5B Velaphi Aaron Nhlapo
08:30 – 09:00	Webster Hamweete Harvesting the low hanging ODL fruits in Tevet in Zambia	Danielle van Wyk and Molaodi Tshelane A reflection on promising teaching and learning techniques towards a decolonised curriculum practice to persist in post-covid classrooms
09:00 – 09:30	Thuli Ntuli and AV Mudau Influence of an African indigenous language on classroom interactions and discourses	Patricia Photo Science teachers' perceptions of practical activities post covid-19 pandemic
09:30 – 10:00	Princess Blose and Elliot C Ndlovu An investigation on factors affecting the teaching of practical assessment tasks in the senior phase technology	Velaphi Aaron Nhlapo Reimagining the pedagogical approaches after COVID-19 pandemic in Higher Education in South Africa: A case study of a university in Gauteng Province
10:00 – 10:20	<i>Tea Break</i>	
Session chairpersons	SESSION 6A Carlo Daniels	SESSION 6B Teboho Ngubane
10:30 – 11:00	Raymond Emekako, Mubanga Mpundu, Emanuel Mgwashu and Andre Bechuke Towards the adoption of a self-rating web-based application for determining quality research reports by postgraduate students and supervisors	Teboho Ngubane Community learning centre leaders' perceptions about their curriculum management responsibilities in the post Covid-19 era in Gauteng province
11:00 – 11:30	Carlo Daniels and Ewelina K Niemczyk Business-not-as-usual mindset in postgraduate education: Preparing the next generation researchers in VUCA times	Aydin Inal Impact of educational programs of a group of independent schools in South Africa
12:00 – 13:00	<p>KEYNOTE ADDRESS Session Chairperson: Charl Wolhuter</p> <p style="text-align: center;">Harold Herman University of the Western Cape</p> <p style="text-align: center;"><i>The future of Comparative, International, Development Education in Southern Africa</i></p> <p>The presentation is based on aspects of his recently published autobiography and his experiences in the field over the past forty years. Book title:</p> <p style="text-align: center;"><i>'From a Local Village to the Global Village - My personal journey in Education in a divided South Africa'</i></p> <p>The presentation deals with his period as Founding President of SACHES in 1991 and his research in the field over forty years.</p>	
13:00 – 14:00	<i>Lunch</i>	
	CONFERENCE CLOSURE	

BOOK OF ABSTRACTS

Monday, 28 November 2022

KEYNOTE ADDRESS

Linda Chisholm

Centre for Education Rights and Transformation, University of Johannesburg, lichisholm@uj.ac.za

Celebrating the life and work of Prof Sheldon Weeks, comparative educationist

When Sheldon weeks, former President of SACHES and editor of SARE, died at the age of 90 earlier in 2022, many tributes poured in. Friends and colleagues paid tribute to him as a remarkable human being who committed his life to Africa and the promotion of African scholars. But what made Sheldon tick? And how do we assess his scholarship over a span of the six decades in which he was an active scholar? This keynote will first consider Sheldon's Quakerism and the meaning of it for who he was as well as his work in education, and then examine key pieces of his scholarship over his life, highlighting his intellectual contributions the study of education in Africa.

SESSION 1A

Moleboheng Ramulumo and Soane Mohapi

University of South Africa, Ramulmm@unisa.ac.za

Rethinking instructional strategies for teaching Mathematic, Mathematical Literacy, Physical Science and Life Science post Covid-19 pandemic era

COVID-19 pandemic came as a shock and schools were largely affected. Engaged scholars from the University of South Africa (UNISA) seized the opportunities presented by COVID-19 pandemic to support schools and teachers for social change in a new age of disruption. This paper explores challenges brought by COVID-19 pandemic and the lessons learnt during engagement with Further Education Training (FET) teachers in Mpumalanga province, in South Africa. The study aimed to assist teachers with their curriculum recovery plan in STEM related subjects such as Mathematics, Mathematical Literacy, Physical Science and Life Science. We made use of the Technological, Pedagogical, and Content Knowledge (TPACK) Framework to guide learners and teachers towards better understanding of the above-mentioned STEM related subjects, through the integration of technology in lessons. A non-probability sampling technique was used to purposively select twenty-one (n=21) teachers. The rationale behind this purposive sampling was guided by requests from the circuit managers based on the performance of learners in the National Grade 12 Examination, as the teachers in the two circuit seem to have difficulty in finishing their syllabus every year. An interpretivist case study design was followed in the conventions of the interpretivist paradigm, where fieldnotes were gathered through a qualitative research approach by administering an interview guide aimed to establish the challenges faced by teachers in recovering the curriculum. The findings from the study revealed the link between the COVID-19 pandemic and digital transformation in education, which resulted in the enhancement of the teachers' pedagogical content knowledge in the STEM related subjects. The findings further revealed that despite limited knowledge of e-learning and connectivity challenges, the pandemic forced us to be more creative and innovative in terms of assisting teachers to improve their pedagogical content knowledge and cover the curriculum. Therefore, despite the challenges posed by COVID 19 pandemic, we as engaged scholars recommend the use of online communication mediums such as Microsoft Teams, Zoom and WhatsApp, as platforms that could be used to support teachers to improve their pedagogical content knowledge, cover their curriculum content and prepare learners for their examinations.

Key Words: Covid-19 pandemic, TPACK, Engaged Scholarship, Digital presence, STEM curriculum, South Africa

Sydney Mupeta

Chreso University, Faculty of Education, msydney.k@gmail.com

Kaumba Chivunda and Maureen Somp

University of Zambia, Department of Languages and Social Science Education
mrkaumba@gmail.com and maureensompa@yahoo.com

Re-envisioning the teaching of Civic Education in the Post-Covid 19 Era

The effects of Covid 19 global pandemic foisted on education cannot be overemphasized. As much as the pandemic has negatively impacted the education sector, it has also provided an opportunity for educationists, policy-makers and interested stakeholders to ponder about the best practices in the provision of education that suit the unpredictable learning environment in the post-covid 19 era. Owing to the shift in the mode of content delivery in most universities from physical contacts to virtual

learning, we hold the proposition that there is need for a change in pedagogical approaches in order for Civic Education to remain relevant and responsive to societal needs. Therefore, this paper re-envisions the teaching of civic education in the post-covid 19 era. It interrogates the current status in the teaching of civic education in higher learning institutions and suggests the pedagogical practices that can respond to the needs of the post-covid 19 era.

Keywords: civic education, teaching, pedagogy, post-covid 19

Morgan Kapatamoyo
Zambia Airports Corporation

Mphande Fumbani, Bupe Getrude Mwanza and Mukuka Harriet
University of Zambia, fmphande@gmail.com

COVID 19 Competitive strategies on Zambia's Aviation business sector. A case study of Zambia Airports Corporation Limited

The study focused on the COVID 19 competitive strategies on Zambia's Aviation business sector. A case study of Zambia Airports Corporation Limited.. The study objectives were: to identify challenges that the COVID-19 pandemic brought on the operations of ZACL, to ascertain if the establishment of a National airline (Zambia Airways) will increase ZACL competitive advantage and to investigate measures that ZACL put in place to safeguard employees, passengers and other stakeholders from COVID-19 and explore COVID competitive strategies designed or can be adopted to ensure survival of the organisation and have a robust aviation system in the COVID-19 era and beyond. The study had 80 participants, Zambia Airport. The study findings revealed that the majority (60) 75% agreed ZACL amended its Corporate Plan with survival measures aimed at ensuring that the Corporation stayed afloat and (57)83.7% indicated that ZACL faced a significant reduction in revenue and passenger numbers. In relation to these findings, (49) 62.8% noted that ZACL provided the COVID-19 vaccine on a voluntary basis to employees and other stakeholders and mandatory vaccination for all employees as a strategy (33) 41.25% disagreed. The re-establishment of a national airline should bring hope and positive influence on ZACL operations. The study recommended that ZACL should, grow non-aeronautical revenue, build a commercial strategy and brand, cost optimisation, employee engagement, improve health and safety, foster innovation and improve revenue generation.

Key Words: Aviation, COVID-19, Impact, Strategy

SESSION 1B

Dr Andre Bechuke

Faculty of Education, North West University, Andre.Bechuke@nwu.ac.za

Dr Raymond Emekako

Faculty of Education, North West University, Raymond.Emekako@nwu.ac.za

Prof Mubanga Mpundu

Faculty of Economic and Management Sciences, North West University, Mubanga.Mpundu@nwu.ac.za

Leadership for digital transformation in Higher Education post COVID-19 era

The Covid-19 pandemic has compelled Higher Education Institutions (HEIs) to reflect on their teaching and learning strategies and other core functions to ensure continuity and cutting-edge approaches to learning. Such reflection also allows for the integration of education technology in the offering of programmes. There is, need, therefore, for a progressive shift from crisis-oriented planning towards a plan for normalisation of digital transformation. To digitally transform the HE sector, there is need for leadership with a clear and accurate strategic vision. Concerns have been raised about how digital transformation should be approached - the South African Higher Education Review specifies that transformation of HE in South Africa is challenged by leadership inefficiencies. This paper focuses on current leadership approaches and what constitutes the right leadership approach for digital transformation in a post Covid-19 era. Using two faculties in a South African HEI and grounded on a qualitative research approach, data was collected from four profiled deans (2 from the 'hard' science faculty - Engineering and 2 from a 'soft' science faculty - Humanities), through one-on-one interviews. Data collected was analysed through inductive analysis. The findings reveal the need for a leadership approach that unifies purpose and stimulates different internal stakeholders into action. Such leadership approach is commonly used by the two faculties considered in this study. However, transformative leadership involved in transformation in HEs in South Africa, is not doing enough to support the much-needed call for digital transformation. Moreover, some members of management of faculties still prioritise other key aspects of higher education transformation, over digital transformation. There is need to focus on redressing past discrimination, ensure representation, equal access to higher education. Apparently, "leave no student behind", as a mantra, is more important during a transforming time. Leadership plays a significant role in developing the transformation outcomes of HEIs, thus, the need for

HE leaders to focus continually on equitable practices regarding access, retention, and success and equally treat digital learning, digital transformation as an enabler — a means to an end.

Keywords: Leadership, Digital transformation, Higher Education, Covid-19

Mark Mason

The Education University of Hong Kong, mmason@eduhk.hk

Cross-cultural clashes in Hong Kong: higher education's role in finding a way out of the impasse

Hong Kong has been left, following months of clashes over the nature of its relationship with mainland China, divided from itself and torn asunder – socially, culturally and politically – from the country of which it is, ultimately, an integral part. The Special Administrative Region is at an impasse. Beijing's passing of the National Security Law, and pressure from the central government on Hong Kong in the handling of Covid-19, now lie at the heart of this impasse.

Ultimately, the roots of this impasse lie in a clash of values: the liberal autonomy associated with western democracies against a strongly interpreted communitarian ethos typical of Confucian Heritage cultures. The fractures consequent on the recent protests in Hong Kong reveal a clash of identity, values and ethics as wide as can be found in cross-cultural clashes anywhere.

My principal objective in this paper is to answer the question how this clash of values might be reconciled, first, by defending a principle-based ethics and, second, by setting out how cross-cultural differences in values might be resolved by recourse to transcultural values and educational ideals.

My defence, first, of a principled ethics builds on what I have defined as “the ethics of integrity” (Mason, 2001) as a set of moral principles to guide young people through this clash and in their moral comportment more generally. The ethics of integrity are founded in respect for each other as persons, and in the duty to take responsibility for our actions.

The resolution, second, of axiological differences across socio-political divisions, builds on the work of Harvey Siegel (2002) and on my deployment of the ethics of integrity in resolving clashes of values and ethics across cultures (Mason, 1995; 2005). Citizens of Hong Kong and of mainland China of course share tremendous amounts in common both socially and culturally. My intention is to build on Siegel's and on my earlier work in resolving moral differences across cultures to lay the groundwork for a dialogue both within Hong Kong and between Hong Kong and mainland China that will help to find a way out of this impasse.

Lettah Sikhosana and Awelani V Mudau

University of South Africa, esikhol@unisa.ac.za

Developing and implementing the sustainable intervention strategy for solid waste management through partnership

The aim was to develop and implement the sustainable intervention strategy for solid waste management through partnership in primary schools. From anecdotal evidence, some schools in Nkangala district across different circuits would be polluted with solid waste, and teaching and learning would continue to take place with no concerns about any environmental issues. This was a clear indication that there were minimal or no solid waste management practices put in place that were sustainable and could serve as a guideline to manage the amount of solid waste generated. I adopted a qualitative interpretative multiple case study design embedded within social constructivism. The setting was in three primary schools at Nkangala district, Mpumalanga province in South Africa. School principals, school governing body, general workers, food handlers, teachers, and learners were purposefully sampled. Data was collected through observations, semi-structured interviews, focus group interviews and a diary. A typology approach was used for data analysis. Based on the findings, I can infer that some participants did not have an adequate understanding of concepts such as the environment, solid waste, and solid waste management. It is recommended that workshops be facilitated in order to educate these participants about what environment, solid waste and solid waste management mean. Enormous amounts of solid waste were generated through day-to-day activities, which was disposed inappropriately. It is recommended that the strategy be implemented for a longer period as the implementation was for a short period of time. Furthermore, studies can be conducted in different contexts such as further education and training bands, circuits, districts, provincially and in different countries across the world, as the results from these different environments could assist in fine-tuning the strategy.

Keywords: *Solid waste; Solid waste management; Environmental education; Sustainability.*

Nonkanyiso Pamela Shabalala
University of South Africa, shabanp1@unisa.ac.za

**Transformative Research in the Advent of Global Crises in the Educational Sector:
The case of Department of Education in KZN**

The COVID-19 pandemic and measures taken to control its spread have affected all the research projects funded through the transformations to sustainability programme from 2019. Primary and secondary schools were closed-down by the department of education to mitigate the spread of the virus. While universities had to implement the use of virtual learning and teaching means. Researchers are finding new ways to continue with their transdisciplinary project as the Covid-19 crisis is sparking new thinking about transformative processes and sustainability in times of disruption (Mehta, 2020). Casale (2020) states that it is certainly difficult to think of positive change during a global crisis. The purpose of the paper is to introduce new ways in which researchers can continue to do transdisciplinary projects in the advent of global crisis. It is crucial to find new ways to improve the educational sector. As realized, face to face teaching and learning has been a challenge during the Covid-19 crises. However, the focus of this paper is on the strengths of the proposed transformative approach to improve the educational sector during the advent of global crises. The system of education needs to prepare early how global crises can be dealt with so that even if another global crisis hit the world, the system of education will be long prepared. When conducting research, the researcher adopted a qualitative research approach and employed the case study design. The three Basic department of education and two university curriculum developers were sampled purposively as they were regarded as information rich participants for this project. Virtual Interviews with curriculum developers were conducted through Skype, Zoom or MS Teams to adhere to Covid-19 regulations. Qualitative data was analysed by the researcher using document analysis to find out if participants' responses confirm the literature findings. The current paper hopes to provide recommendations on transformative measures that can be effective to apprehend global crisis and still improve the educational system without compromising its values and integrity.

Nonkanyiso Pamela Shabalala
University of South Africa, shabanp1@unisa.ac.za

**Transformative Research in the Advent of Global Crises in the Educational Sector:
The case of Department of Education in KZN**

The COVID-19 pandemic and measures taken to control its spread have affected all the research projects funded through the transformations to sustainability programme from 2019. Primary and secondary schools were closed-down by the department of education to mitigate the spread of the virus. While universities had to implement the use of virtual learning and teaching means. Researchers are finding new ways to continue with their transdisciplinary project as the Covid-19 crisis is sparking new thinking about transformative processes and sustainability in times of disruption (Mehta, 2020). Casale (2020) states that it is certainly difficult to think of positive change during a global crisis. The purpose of the paper is to introduce new ways in which researchers can continue to do transdisciplinary projects in the advent of global crisis. It is crucial to find new ways to improve the educational sector. As realized, face to face teaching and learning has been a challenge during the Covid-19 crises. However, the focus of this paper is on the strengths of the proposed transformative approach to improve the educational sector during the advent of global crises. The system of education needs to prepare early how global crises can be dealt with so that even if another global crisis hit the world, the system of education will be long prepared. When conducting research, the researcher adopted a qualitative research approach and employed the case study design. The three Basic department of education and two university curriculum developers were sampled purposively as they were regarded as information rich participants for this project. Virtual Interviews with curriculum developers were conducted through Skype, Zoom or MS Teams to adhere to Covid-19 regulations. Qualitative data was analysed by the researcher using document analysis to find out if participants' responses confirm the literature findings. The current paper hopes to provide recommendations on transformative measures that can be effective to apprehend global crisis and still improve the educational system without compromising its values and integrity.

Tuesday, 29 November 2022

KEYNOTE ADDRESS

Ewelina K. Niemczyk

Education and Human Rights in Diversity Research Unit, North-West University, ewelina.niemczyk@nwu.ac.za

Mary Gene Saudelli

Faculty of Professional Studies, University of the Fraser Valley, mary.saudelli@ufv.ca

Shaping Higher Education for Sustainable Development: A Comparative Study

In alignment with the conference theme, Rethinking Comparative and International Education in the Post COVID-19 era, this paper presents practices implemented in two South African Canadian universities during the pandemic that authors consider COVID KEEPERS, namely worth embracing for the future. The study relies on cross-national comparison technique, which involves researching a specific social trend or phenomenon in different countries using the same research methods. To that end, each author identified a list of practices implemented at their respective institutions during 2020-2022 with the intention to compare the lists and select practices and activities considered worth keeping as they transcend the national boundaries. This comparative study was conducted in connection to the fundamental sustainability mindset and mission, which calls for planting trees under which shade we may never sit. It is a mindset of long-term investment rather than short-term gain. Reflecting on practices implemented during the pandemic that have potential to serve us in the future offered the opportunity to sow seeds of trees, metaphorically speaking. We anticipate that our findings will stimulate reflection and dialogue about what are the KEEPERS for the post COVID-19 era.

SESSION 2A

Charl Wolhuter

North-West University, Charl.Wolhuter@nwu.ac.za

Can the COVID-19 Pandemic Re-invigorate SACHES Comparative and International Education in Southern Africa?

In a recent survey of the field of Comparative and International Education, have identified the following five features, which the field assumed at some decisive stage in the past but which hamper the field at present (Wolhuter & Jacobs, 2022):

- unresponsiveness or a lack of adequate response to new vistas beckoning;
- the “black box syndrome”;
- the lack of an autochthonous theory;
- persistent Northern hegemony; and
- an inadequate presence at universities

The paper will discuss each of these in turn. Then the outbreak of the COVID-Pandemic in 2020 and its effect of education in the world in then discussed. The opportunities that this create for addressing the challenges facing the field of Comparative and International Education, and as well as SACHES, are then explored and reflected on.

Sydney Mupeta

Faculty of Education, Chreso University, msydney.k@gmail.com

Adapting and Surviving in the Provision of Higher Education amidst Covid 19 Global Pandemic: Insights from Chreso University

It is depressing to ponder about a moment when the world almost came to stagnation due to the outbreak of a global pandemic, Covid-19. The debilitating effects of the pandemic were visibly seen in how it almost became impossible to provide educational services in higher learning institutions. This paper shows how this grave reality affected the provision of higher education. It attempts to provide insights into how one private higher education institution, Chreso University, adapted to the outbreak of the pandemic for continuity in the provision of education services. The paper details the measures initiated and

implemented by the university to navigate the constraints inflicted by the pandemic, the challenges and successes recorded in the quest to remain afloat in a competitive higher education landscape. As a matter of methodological underpinnings, the research paper employs a phenomenological research design. It draws on the empirical research based on the lived experiences of faculty members, university administrators, students and author's observations during the outbreak.

Keywords: *Chreso University, Higher education, Covid-19*

Lungi Sosibo

Cape Peninsula University of Technology, lungis01@gmail.com

Student teachers' barriers to self-directed learning within asynchronous learning environments amidst Coronavirus-19 lockdown

Coronavirus-19 (COVID-19) pandemic, which broke out in 2020, brought tremendous disruptions and abrupt closures of institutions of learning globally. COVID-19 protocols or measures were put in place to flatten the curve, including lockdowns, social distancing and covering of the faces with masks. During hard lockdowns, institutions switched to remote online teaching and learning (OTL) as a strategy to complete the academic curriculum. Remote teaching involved synchronous OTL methods for students who had access to digital resources and Wi-Fi, and asynchronous OTL methods for those students who had difficulty accessing these resources. Since asynchronous OTL is not live or real-time, the latter group did not have social interaction with their lecturers and peers. Hence, they relied more heavily on their self-directed learning (SDL) skills than those who were taught via synchronous OTL methods. Research on students' self-directed learning during COVID-19 pandemic is growing in South Africa. Existing studies reveal that SDL is prioritised mainly in adult education, yet it can help all students to adapt during crisis in education where teaching cannot be done face-to-face. Other research shows that students encounter many challenges when taught via OTL methods. This study investigated barriers that undergraduate student teachers encountered when they self-directed asynchronous OTL learning during COVID-19 lockdown. The research question was: Seeing that during COVID-19 hard lockdown you were taught primarily via asynchronous OTL methods without social interaction with lecturers to interpret information and knowledge for you, what barriers did you encounter with regulating your learning? The sample comprised student teachers who primarily learned via asynchronous OTL, and who were purposely selected from a population of 150 students enrolled in a Faculty of Education in South Africa. Data were collected via a questionnaire sent via Google and Email. Results revealed that students encountered intrinsic barriers to SDL that emanated from their personal attributes and learning styles, as well as extrinsic barriers that were beyond their control. These results point to a fact that to produce lifelong teachers who will thrive under difficult teaching conditions and future crises, SDL must be incorporated in teacher and/or higher education curriculum.

Keywords: Coronavirus-19 pandemic, lockdown, self-directed learning, synchronous and asynchronous online teaching and learning, barriers, social constructivism, higher education institutions

SESSION 2B

Andrew Mwakawele, Charles Guanzula and Fumbani Mphande

University of Zambia, fmphande@gmail.com

Social-psychological impact of covid-19 on the work of administrators, lecturers and students at selected universities in Zambia

This paper is aimed at bringing out the social and psychological impact of Covid 19 on the work of administrators, lecturers and students at selected Universities in Zambia. Therefore, the paper provides the background on Covid 19 as a global pandemic originating from China, spreading to other parts of the Eastern world and further to the Western world as well as Africa including Zambia. As an introductory of the paper, dangers of Covid 19 including its spread and prevention measures are discussed thereby highlighting the advent of Covid 19 vaccines and other measures to the control of the pandemic.

The meaning of social-psychological impact is also explained in general terms with appropriate examples before drawing attention to social-psychological impact of Covid 19 as a topical subject. This paper emanates from the social-psychological problems that many higher learning institutions have faced in Zambia specifically administrators, lecturers and students in these institutions. For example, many learning institutions in Zambia experienced the dilemma of premature closures, changes of university calendars, uncertainties and conflict of administrators' opinion with national policy direction such that at times all is left to government to decide on the way forward due to Covid 19. This means that what was considered abnormal became normal leading to the emerging of a new terminology called "New Normal". Therefore, this paper provides a historical

evaluation of administrators', lecturers' and students' experiences of the impact of Covid 19 at selected Universities from January 2020 to December 2021, with special attention to social-psychological impact.

Furthermore, this paper brings out details and examples of social- psychological impact of Covid 19 on administrators, lecturers and students including the challenge of adaptation to technology, lack of student's engagement etc. This impact is highlighted in some University academic policy frameworks dubbed; "Content, Delivery and Assessment" (CDA). This is unpacked and categorically explained in this chapter based on experiences during the Covid 19 pandemic at the selected Universities. For example, under assessment, the dilemma of writing online examinations which brought a psychological impact on administrators, who panicked on giving priority to an effective eLearning platform, where lecturers had to also face the psychological challenge of being trained for eLearning within a short period of time are discussed in details. In this regard the paper also discusses a historical situation where students had no option but to adapt to the new eLearning platforms due to Covid 19, which finally became successful despite many challenges.

With the above, the methodological approach taken is a qualitative survey where data collection was based on administrators' lecturers' and students' experiences during the time of Covid 19 in the years 2020 and 2021. Therefore, interviews, focused group discussions, document analysis of meeting minutes and reports as well as observations were used as methods of data collection. This provided a historical evaluation of the social-psychological impact of Covid 19 on administrators, lecturers and students at the selected Universities. Data analysis was done qualitatively and hence the paper further discusses the findings of the survey in detail with reference to available related literature on Covid 19.

Apart from the social-psychological impact of Covid 19 pandemic on administrators, lecturers and students, the paper attempts to bring out measures used at the selected Universities in coping up with the pandemic in order to overcome the social-psychological impact under the theme 'New Normal'. In the conclusion, the paper highlights the main features of the topical subject and attempts to bring out possible recommendations.

Juliana Smith and Karen Collett
University of the Western Cape, kcollett@uwc.ac.za

Supervisor perspectives of the possibilities and perils of online co-supervision within the COVID-19 context: A critical reflexive auto-ethnographic account

We draw on a critical and reflexive auto-ethnography as a qualitative research design to explore our experiences of co-supervising post-graduate students within the complex realities of COVID-19. We use Fox and Allan's (2014) three reflexive lenses, namely conceptual, ethical and performative to explore our practices of co-supervision in the online environment. Our paper begins by contextualising our online supervision challenges highlighting the current pressures academics face in supporting student retention and throughput. It then explores the possibilities and perils of navigating this complex landscape. Here we foreground our lessons learnt in co-supervision practices. We reflect critically on collaboration in the co-supervisor process, the use of online learning technology and the building of relationality in sustaining continuity and quality in our supervision practice. In conclusion we propose a number of key principles, practices and procedures to enhance online co-supervision.

Key words: Auto-ethnography, co-supervision, collaboration, COVID-19 context, reflexivity

Webster Hamweete
University of Zambia, webster.hamweete@unza.zm or webster.hamweete@gmail.com

Factors affecting efficient and sustainable systems within technical education, vocational and entrepreneurship training systems managed institutions in Zambia

This study looked at the factors that affect efficient and sustainable systems within the Technical Education, Vocational and Entrepreneurship Training regulated institutions in Zambia. The main objective of the study was to recommend how Technical Education, Vocational and Entrepreneurship Training (TEVET) regulated institutions can implement management systems for efficiency and sustainability of their programmes. The specific objectives were to; (1) identify the challenges and problems facing Technical Education, Vocational and Entrepreneurship Training regulated institutions with respect to sustainability; (2) assess the performance of the TEVET Management Boards to ascertain their effectiveness in the provision of Technical Education, Vocational and Entrepreneurship Training; (3) assess the set-up of Technical Education, Vocational and Entrepreneurship Training management structures and how they could be improved to run efficiently; (4) to analyse different government involvement and their policies for Technical Education, Vocational and Entrepreneurship Training institutions and how they impact programme delivery and general performance of Technical Education, Vocational Entrepreneurship Training;

(5) to recommend ways or a model that could be used to help Technical Education, Vocational and Entrepreneurship Training regulated institutions become efficient and sustainable. The study used a mixed method research and sampled five institutions namely, Luanshya Technical and Business College, Northern Technical College, Evelyn Hone College, Livingstone Institute of Business and Engineering Studies and Kasama Trades Training Institute using the stratified random sampling method. Data was obtained by means of questionnaires, interviews, focus group discussion administered to relevant stakeholders comprising Management staff, both Academic and Support staff, and Students in the training institutions under study.

The results from the survey indicated that Management Boards were riddled with poor staff retention mechanisms, were unable to provide the required training facilities and their training continued to be supply-driven and lacked initiatives for self-sustainability. The recommendation is that there is still more that could be done in terms of putting better and efficient systems and there are successful Technical Education, Vocational and Entrepreneurship Training models on the planet that could be used to create better ways of regulating these institutions.

SESSION 3A

Sharon Mampane and Madikela Lekalakala

College of Education, University of South Africa, mampast@unisa.ac.za and elekalmt@unisa.ac.za

Mentoring and inducting newly appointed teachers in South African public schools

The paper explores the practice of induction and mentoring in South African public schools using conceptual frameworks and innovative ways of training and supporting teachers for facilitating learning excellence. It presents significant views of contemporary discourses surrounding mentorship within schools. The approach is critiqued on the basis that it does not conceptualise change as a factor that facilitates teacher support for improved learner performance. The argument is that mentorship, an induction concept should be used to develop teachers in the changing school setting. Findings reveal that mentoring, guidance and advice impact on performance and teacher turnover, depending on the adequacy or inadequacy of the design of teacher mentoring programmes in education. The aim of mentoring teachers is to pass down knowledge, skills and expertise to teachers who have not acquired such skills through formal training. Significance of the study may be the enhancement of education transformation and teacher retention. Drawing on the theory of Bandura (1989), mentorship is essential for supporting teachers and should contribute to beginner teachers' sense of well-being and professional development. Schools should use induction to address the diverse cultural differences of the staff and the local policies, using a well-structured induction program to address the differences.

KEY WORDS: induction, mentoring, education transformation, professional development, teacher retention.

Louw de Beer

North-West University, louw.debeer@nwu.ac.za

Theory to Practicum CIE implementation in HE Education during Covid 19

This research essay is based on my personal experience as an academic teaching a first-year module at a higher education institution during COVID-19. Autoethnography was utilised as the data collecting technique. Data was collected via Autoethnography involves a researcher writing about a topic of great personal relevance situating their experiences within the social context. Autoethnography thus requires deep reflection on both one's unique experiences and the universal within oneself. In this method the researcher acts as an element of the phenomenon researched, sometimes the main one (Wall, 2008). The focus of this essay was to link theory/philosophy to praxis in a COVID-19 setting. The theme of the lecture was the influence of external determinants on the South African Education system. The aim was to connect theory to practice using real-life examples in the classroom context in which these teachers will one day practice their profession. Learner-teachers then connected the philosophy with real-life settings via real-time E teaching and learning sessions. The lecturer employs autoethnographically data to highlight this phenomenon.

Thelma Mort and Anriet van Deventer
University of South Africa, mortkb@unisa.ac.za and vdevea@unisa.ac.za

Learning from supporting Creative Arts teachers over Whatsapp

This study reports on an action research project run as part of UNISA's education faculty's community engagement project to support the staff's teaching of creative arts at a rural primary school in KwaZulu Natal. The teachers felt unconfident in teaching the Creative Arts subject and asked the university's Creative Arts teacher training cohort to assist them. Regular monthly Teams meetings were set up in which the lecturers presented on curriculum specific topics, giving the teachers tips for lessons and games. Due to increased loadshedding and the KZN floods, the programme's work moved to whatsapp exchanges with prerecorded presentations being sent over email.

This paper is an exploratory reflection on the learning which occurred in this project, from and with its partners, and the challenges it experienced as well as its successes. Data is collected from communication with the Phalane colleagues on the whatsapp group, and the results are scrutinized with regard to how learning occurs and can be amplified, and can be supported and strengthened through, whatsapp. We conclude with offering recommendations and examining how this university's distance learning continuing professional development and support project could be replicated to support other schools and teachers in rural classrooms in Southern Africa.

Keywords: Whatsapp, rural education, teacher support, creative arts, action research.

SESSION 3B

JP Rossouw

North-West University, Jp.Rossouw@nwu.ac.za

Innovation in Higher Education in the post-Covid era

Globally, a new dispensation has started in most, if not all sectors of life, including the education sector. The question is whether the new period that started due to the Covid-19 pandemic, often referred to as the "new normal", is and will be characterised by less favourable education conditions or not. This paper, informed by sources published during the hard lockdown phase of the pandemic and directly after that, reports on a selection of disruptive forces associated with the pandemic as possible promoters of an improved higher education system. An international literature survey provides several insights from scholars worldwide, allowing for a comparative overview. The review is complemented with personal experience, thus offers insights from the South African context. Despite the often-hostile nature of disruption, it can lead to much-needed or long-awaited innovation. The forces discussed can either hamper or advance innovation. They relate to alternative modes of delivery of university programmes and also international students' mobility.

Keywords: disruptive forces, higher education, innovation, alternative modes of delivery, student mobility, microcredentialing.

Maureen Somba and Kaumba Chivunda

Department of Languages and Social Science Education, University of Zambia

maureensomba@yahoo.com and mrkaumba@gmail.com

Sydney Mupeta

Faculty of Education, Chreso University, msydney.k@gmail.com

Research and the Autonomy of Higher Learning Institutions in the Covid-19 Era: A Case of University of Zambia

The outbreak of Covid-19 brought about unprecedented effects in almost all aspects of life of people around the globe. It imposed increasingly dynamic demands not only on the national economies, but also institutions of higher learning. Predicated on the argument that universities should serve as an avenue for knowledge production and that they should be autonomous in their operations, this paper argues that the measures instituted by government to prevent the spread of Covid-19 global pandemic somewhat compromised the autonomy of the University of Zambia and the research productivity of faculty members. To be specific, this paper shows the extent to which Covid-19 affected the research output of faculty members at the University of Zambia and how the university autonomy was compromised at the expense of combating Covid-19 pandemic. The research takes a qualitative approach premised on a single case study design as methodological underpinnings. It is based on the data collected from faculty members and selected university administrators through semi-structured interviews. The

findings revealed that there was drastic reduction in the research output among the faculty members during Covid-19 outbreak as it was difficult to conduct research online. Further, it was established that the autonomy of the University of Zambia was compromised during the global pandemic. Government could close and open the university without even consulting the university management.

Keywords: *higher learning institution, research, autonomy, Covid-19*

Benard O Nyatuka

Department of Educations, Kisii University, Kenya, bnyatuka74@gmail.com or bnyatuka@kisiuniversity.ac.ke

Research trends in higher education during the Covid-19 era: realities and opportunities in Kenya

In the wake of the Covid-19 pandemic, the education sector has been adversely affected, and the higher education cycle of learning is no exception. Due to the social distancing requirement, for example, that limited in-person meetings, many higher education institutions (HEIs) shifted to the online mode of learning. With the exception of just a few of them, many HEIs didn't have the requisite infrastructure to mount such platforms as far as meaningful teaching as well as learning is concerned. Among other challenges, faculty members were unprepared on how to go about not only teaching, learning and carrying out research, but guiding and assessing students, especially the graduate ones using online means. A positive development during this period however, is the zestful and magnanimous initiatives of the HEIs globally in not only generating scientific knowledge, but also contributing resources to help curb the scourge. Cases in point include providing opportunities for rapid testing, policy advice to governments and health agencies and actively taking part in public consultancy or discourse. However, it is worth reiterating that research activities in the HEIs have been greatly impacted negatively during the Covid-19 era in many countries, including Kenya. Cancellation of international travel and scientific conferences, as well as incompleteness of research projects are some of the typical examples in this case. But, what is the situation like in Kenya, and prospects to this scenario? To answer this question, this paper is designed to examine both the trends and opportunities in research in the higher education sector in the country during the Covid-19 era. In particular, the paper focuses on the realities with respect to research in higher education, as well as opportunities in the country with a view to enhancing the mandate of the HEIs in generating and disseminating knowledge for sustainable livelihoods.

Keywords: *Covid-19 Era, Higher Education, Kenya, Opportunities, Realities, Research, Trends*

SESSION 4A

Thelma Mort

University of South Africa, thelmamort@gmail.com

Sean MacGinty

Lalela, sean@lalela.org

Reading yourself into the picture: improved English language skills through participation in an online arts learning programme

This study reports on the unexpected, self-reported, improved English First Additional Language (EFAL) skills developed by an online extracurricular visual arts programme which went online due to Covid-19 school closures. An anonymous survey was undertaken towards the end of the first year of disrupted learning, and gave the opportunity to the primary school learners to explain their learning experiences qualitatively. This paper therefore uses a mixed methods approach using a combination of quantitative and qualitative methods to investigate the data gleaned from one question, on one aspect of learning reported in a survey assessing learning experiences: how did pupils' communication skills improve because of the virtual WhatsApp programme? Overwhelmingly, pupils claimed their EFAL communication skills had improved due to the online arts programme. The driving force for this was that the need to socialise during lockdown overrode their insecurity about using English. Another central finding is that the conditions of learning - a regularly occurring, highly interactive, fun platform, involving visual arts, significantly improved pupils' communication skills. The findings suggest that social learning and the arts are allies of language learning. The paper suggests the value of future research as to the role the arts can play in language acquisition.

Keywords: EFAL communication, resource constraint, visual arts learning, online learning programme, social learning; extracurricular, primary school pupils.

Mphande Fumbani, Nitah Nalomba and Kalimaposo Kalisto
University of Zambia, fmphande@gmail.com

Factors Influencing E-learning preparedness in COVID era: Selected Schools in Lusaka District

The study focused on the factors influencing E-learning preparedness in COVID 19 in selected schools in Lusaka District. The study objectives were: To explore the challenges influencing E-learning preparedness in selected schools in Lusaka District. To identify the level of e-learning usage in selected schools in Lusaka District, to establish the measures put in place on e-learning preparedness in COVID 19 in selected schools in Lusaka District. The study involved a mixed approach particularly an exploratory research design. The total sample size was 76, purposive and simple sampling procedures were used to collect qualitative and quantitative data. Based on the findings, the study revealed that there was lack of ICT tools, teachers and pupils lacked access to gadgets such as computers-laptops, unsustainable cost of data, electricity challenges, lack of trained ICT teachers and lack of training and retraining of teachers on e-learning, limited funding for ICT as being the main factor influencing e-learning preparedness in COVID era in selected schools of Lusaka district. It is evident that e-learning in Zambia is improving by the use of different e-learning platforms in selected schools of Lusaka district. The study recommended that, more financial resources to be allocated as well as monitoring and evaluation on e-learning, construction of e-learning infrastructure, adequate qualified ICT teachers and incorporating Continuous Professional Development(CPD) of teacher on e-learning .

Key words: COVID 19, e-learning, Information Communication Technology, Factors, Preparedness

Maele Mononyane

Central University of Technology, 2004174435@ufs4life.ac.za

Molaodi Tshelane

Sol Plaatje University, Molaodi.Tshelane@spu.ac.za

A reflection of the lived experiences of English First Additional Language departmental heads towards sustainable curriculum practice

The development of knowledge and skills in theoretical and practical aspects requires coexistence for improved learning comprehension. Thus, curriculum practice decisions at all levels of the educational system are of utmost importance. Unfortunately, the emergence of an unprecedented occurrence caused tremendous disproportions and unfavorable circumstances. In the meantime, other spaces of learning were seriously impacted which led to abrupt lockdown of numerous educational institutions. This study reports on lived experiences of English first additional language departmental heads. This project uses a critical leadership study as a theoretical framework to amplify the lived experiences of departmental heads in a public school. Critical participatory action research approach was employed in the generation of data for this study. Furthermore, the study uses focus groups in the generation of data ranging from English teachers, departmental heads, and deputy principals (responsible for academic development in schools). The data were analysed through a thematic analysis approach using eight steps in which numerous themes emerged. Resultantly, the following findings were found, English first additional language departmental heads require regular exposure to comprehensive understanding of the implementation of the annual teaching plan. English first additional language departmental heads seem to require capacity building initiatives to enable them to interpret and apply personnel administrative measurement. These findings have implications for human resource personnel responsible for recruitment and selection of English first additional language departmental heads.

Key terms: Departmental heads, English first additional language, curriculum practice, sustainable.

SESSION 4B

Molaodi Tshelane

Sol Plaatje University, molaodi.Tshelane@spu.ac.za

Jaysveree Louw

Central University of Technology, jlouw@cut.ac.za

Are we producing enough homogenised standard robots in curriculum practice post COVID-19 era?

Curriculum reformist have long been searching for adequate and in-depth awareness of the purpose of microteaching. The abrupt disruption owing to an unforeseen occurrence that send out shocking waves in world has brought back the ancient critiques on microteaching. Curriculum practice review remained strangled by a plethora of questions such as, Are microteaching still relevant in the era of COVID-19 and beyond? Are higher learning institutions ready to execute practical microteaching through remote learning? Are we producing enough homogenised standard robots through the current

microteaching? The purpose of this study is an attempt to respond to these questions, from the perspectives of second year Bachelor of education (B.Ed.) students in a higher learning institution. The study is rooted in African critical theory to enunciate a critical perspective on the basis that it sorts opportunities for preservice teachers to recognize the nature and significance of their practices, and to rectify and transform their individual practices if necessary. A participatory action research approach was used to generate data. PESTLE, Fishbowl, gallery work, and photo voice methods were employed to engineer the generation data by sixteen B.Ed. who volunteer to participate in the study. Critical discourse analysis was used to analysis the generated data. The study revealed that overt and covert might frustrate preservice teachers to participate in genuine learning. The study concludes with discourses on fundamental enabling levers that might further microteaching through online means.

Key words: Microteaching, homogenised, transformation, robots, curriculum practice

Victor J. Pitsoe and Thulani Zengele

College of Education, University of South Africa

Pitsovj@unisa.ac.za and tzengele@unisa.ac.za

Widening access and participation in Higher Education as a curriculum transformation act in the post-Covid-19 era

Despite the country's post-apartheid regulations in terms of race, class, gender, and socioeconomic status, South Africa remains an unequal society in terms of race, class, gender, and socioeconomic status. This paper provides an overview of South Africa's access to success and growing involvement in Higher Education (HE) in the post-Covid-era. Our argument is that HE could empower previously marginalized majority African people by providing them with the necessary HE credentials, allowing them to advance up the value chain. We unravel the historical complexities of HE access in South Africa to investigate the issues of access and broadening participation. The phrase 'epistemological access' refers to the study of the ideological foundations of ideas about access, participation, and achievement. According to Wally Morrow, a South African education philosopher, simply providing access to HE does not guarantee epistemological access. We believe the HE system has the potential to create an environment in which most Africans can not only enrol in large numbers in HE but also have 'epistemological access.'

Keywords: Higher Education; epistemological access; widening participation; inequality; epistemicide.

Inonge D. Milupi, Mirriam Sampa Moonga, Pauline Monde Namakau, Bernard Chileshe and Magdalene Simalalo

University of Zambia, inongemilupi69@gmail.com

Effects of the COVID-19 pandemic on the use of Natural Resources among Local communities in Zambia

Covid 19 pandemic has had significant effects on natural resource use among the local communities in Zambia in the recent past. This therefore demands for a comprehensive assessment of the effects of the pandemic on natural resource use by the local communities. This study therefore assesses the effects of Covid 19 on various aspects of natural resources using primary and secondary data sources. The study showed that the negative effects of Covid 19 include deforestation, over harvesting of natural resources by the local communities such as illegal poaching and over fishing. The study also reviewed that Covid-19 pandemic appeared to also have some positive effects on natural resources such as reduction in outdoor environmental pollutants such as Carbon dioxide, carbon monoxide and sulphur dioxide. Other positive effects of Covid 19 pandemic according to the study comprise the reduction in noise pollution from vehicles, boats and planes which in turn have positive effects on biodiversity and ecosystem restoration. In order to reduce the negative effects of Covid 19 pandemic shown by the study, we propose the implementation of a multispectral involvements for adaptation and environmentally friendly technologies to improve and safeguard sustainable use and management of natural resources.

Keywords: Biodiversity, COVID-19, natural resources, pandemic, Zambia

Wednesday, 30 November 2022

SESSION 5A

Webster Hamweete

University of Zambia, webster.hamweete@unza.zm or webster.hamweete@gmail.com

Harvesting the low hanging ODL fruits in Tevet in Zambia

This research aimed at exploring the possibility of adopting ODL as a mode of delivering technical education in the TEVET in Zambia with a view of achieving its minimum benefits by way of examining current global trends in education in general and in this area in particular, and by comparing these trends with the local practices. The possibility of ODL in the TEVET was studied by looking at learning as a process that depends on availability and quality of instructional media. Therefore, the research explored the quality of instructional media available on the global market, how others are using these resources, what benefits of the same media in Zambia and in the TEVET in particular, what institutions are achieving by using these resources, and what ought to be done in order to realise even the basic benefits of ODL on the other hand.

The data for the research was collected through conducting a survey questionnaire targeted at the Training Managers and Lecturing Staff in Institutions of the TEVET, policy makers at the Ministry of Science and Technology and Vocational Training and the Technical Education and Vocational Entrepreneurship Training Authority, Distance Education Planners and Lecturing staff at the University of Zambia.

The research revealed that this mode of training is feasible in the TEVET in Zambia. It is shown that the absence of ODL in this area is to do mainly with the absence of a deliberate ODL policy at the MSTVT, and the fact that ICT's have not been fully integrated as pedagogical tools in institutions of learning. Therefore, the way forward is firstly for the MSTVT to formulate an ODL policy and appropriate strategies which would include establishing a National ODL Council in its Management structure. This would oversee the implementation of ODL in all training institutions or in a few selected ones.

Thuli Ntuli and AV Mudau

University of South Africa, entulit@unisa.ac.za and mudauav@unisa.ac.za

Influence of an African indigenous language on classroom interactions and discourses

This is a qualitative interpretative case study. Its aim was to investigate how the developed isiNdebele scientific language register for Natural Sciences influences learner's classroom interactions and discourses. Interviews and observations were used to collect data from stakeholders. The results showed that the use of indigenous languages does positively shape learner's classroom interactions and discourses. This is so because when learners were taught Natural Sciences using isiNdebele register there was maximum interaction in the classroom. Contrary to when they taught using English register where they were passive for the better part of the lesson. This further call for the need for the development of scientific registers in indigenous languages. Therefore, it is recommended that scientific language registers in indigenous languages be infused in teaching and learning as they positively influence interactions and discourses which yield to meaningful learning and better performance.

Key words: isiNdebele, Scientific language register, Natural Sciences, Classroom interactions and discourses.

Princess Blose and Elliot C Ndlovu

University of South Africa, eblosep@unisa.ac.za and ndlovec@unisa.ac.za

An investigation on factors affecting the teaching of practical assessment tasks in the senior phase technology

This paper investigated factors affecting the teaching of practical assessment tasks in the Senior Phase Technology classroom at Ehlanzeni district, in Mpumalanga Province, South Africa. The study follows the case study design. Three teachers were purposively sampled from three different schools based on their experience in teaching Technology in Senior Phase. This paper is grounded on Cognitive Apprenticeship theory. Qualitative data were collected using interviews and classroom observations. Qualitative data were thematically analysed. The themes that emerged from the study were factors affecting the teaching of practical assessment tasks, and challenges faced in administering the practical assessment tasks in the Technology classroom. The qualitative findings informed that teachers' knowledge and skills; resources and class size are the contributing factors affecting the execution of practical assessment tasks in Senior Phase Technology classroom. The results also revealed that better resourced classrooms could yield better knowledge and skills towards the execution of the practical assessment tasks.

This paper claims that inadequate knowledge, skills, resources, and class size contribute to challenges affecting the facilitation of practical assessment tasks in the Senior Phase Technology classroom. The research findings have far-reaching implications for learners' achievements in practical assessment tasks, especially in design process skills.

Keywords: factors affecting teaching, cognitive, practical assessment tasks, practical work, classroom practices.

SESSION 5B

Danielle van Wyk

,Central University of Technology dross@cut.ac.za

Molaodi Tshelane

Sol Plaatje University, Molaodi.Tshelane@spu.ac.za

A reflection on promising teaching and learning techniques towards a decolonised curriculum practice to persist in post-covid classrooms

The study documents a reflection on promising teaching and learning techniques used by teachers under debilitating conditions. These conditions exacerbated an unexpected occurrence that brought the world to a halt. Curriculum reformists are still stifled by how teachers particularly in historically marginalised learning sites were deliberately determined to transverse numerous waves that affected human beings worldwide. The study employed Africana Critical Theory as the pinnacle to underpin the project. Twelve researchers and co-researchers were involved and engaged in a participatory action research, design, and methodology to share and learn from the reflections. SWOT analysis, Gallery-work and discussions forums were used as tools in generating the data. Critical discourse analysis advocated by van Dijk was utilised as the analysis instrument for the project. The study arrived at the following findings, teachers in marginalised schools are brave to put their lives at a considerable risk in securing the future of learners. These teachers drew from their resilience capital which are never recognised or rewarded by educational authorities as they unduly gain from what they never cultivated. These finding have implications for curriculum decolonisation, quality measurement system and performance administration measurement policies of the current regime. The paper closed with a set of suggestions to support and improve the quality of education post COVID-19. The study further exposed numerous digital divisions between the haves and have not.

Keywords: Covid-19, Decolonisation, Learning, Resilience, historically marginalized

Patricia Photo

University of South Africa, photop@unisa.ac.za

Science teachers' perceptions of practical activities post covid-19 pandemic

The outbreak of the Covid-19 pandemic in 2020 triggered emergency shifts in teaching and learning especially in science. In response, there were expectations from the science teachers as to how they would use a variety of activities to improve learners' curiosity in science and to improve learners' learning outcomes in science classrooms. For learners to develop important skills needed in science education, practical activities play a pivotal role. When practical activities are used, learners participate in vital skills such as problem-solving, inquiry-based learning and critical thinking, which are important outcomes of STEM education. A noticeable disruption from the Covid-19 pandemic resulted in a hindrance in the implementation of practical activities in science education. At the same time an element of uncertainty to the use of practical activities as a strategy for teaching. The same line of thought is that since the beginning of the Covid-19 pandemic, practical work approaches in science education have been abandoned because science teachers were unsure of how to teach using them. It is for this reason that this study sought to investigate science teachers' perceptions of practical activities post covid-19 pandemic. This study will report on teachers from rural areas teaching Natural Science and Technology in Grade 4-6. Data will be collected using focus group interviews, one-on-one interviews, and questionnaires. Since this study will be phenomenographical in nature, 20 teachers will be sampled for this research.

Keywords: Practical activities, STEM, Practical work, Rural area, Natural Science and Technology

Velaphi Aaron Nhlapo

North-West University, Aaron.Nhlapo@nwu.ac.za

Reimagining the pedagogical approaches after COVID-19 pandemic in Higher Education in South Africa: A case study of a university in Gauteng Province

In this paper I argue that curriculum delivery in Higher Education (HE) beyond COVID-19 pandemic requires reimagining. Prior to the pandemic, students in HE institutions were content with face-to-face mode of curriculum delivery. However, when COVID-19 happened, a sudden change in the mode of curriculum delivery was introduced in the HE sector for well over two years. This paper is based on my personal experience as an academic at a HE institution in Gauteng Province. The findings based on my observations and informal conversations with students show that students prefer online mode of curriculum delivery than the face-to-face one. This preference is prevalent in the honours programme. Most of the students who are registered in this programme are practicing teacher at schools. As a result, they prefer online learning instead of face-to-face. For this reason, this study adopted a comparative design wherein the researcher investigated the possibility of common preferences of students in various subject groups in the Faculty of Education in terms of the predominant pedagogical approaches after COVID-19 pandemic in higher education. The impact of this comparative study hinges on the explanation, evaluation and application of countries' respective pedagogical approaches under the current contexts. Most favourably, a document analysis of institutional documents and some government documents in South Africa, all pertaining first to pre-pandemic modes of teaching and then all the implemented changes due to COVID-19 was done to extract the relevant material for this study with a focus on content analysis.

Keywords: pedagogical approach, COVID-19 pandemic, curriculum delivery, comparative education perspective, reimagining

SESSION 6A

Dr Raymond Emekako

Faculty of Education, North West University, Raymond.Emekako@nwu.ac.za

Prof Mubanga Mpundu

Faculty of Economic and Management Sciences, North West University, Mubanga.Mpundu@nwu.ac.za

Prof Emanuel Mgqwashu

Faculty of Education, North-West University, Emmanuel.Mgqwashu@nwu.ac.za

Dr Andre Bechuke

Faculty of Education, North West University, Andre.Bechuke@nwu.ac.za

Towards the adoption of a self-rating web-based application for determining quality research reports by postgraduate students and supervisors

Quality research reports are undoubtedly an expected output for any postgraduate student undertaking research in the form of thesis arguments as well as writing for publication in various platforms (such as journals, books, book chapter, conference proceedings, monograph, etc.) for peer review. Traditionally, students are allocated a supervisor (and a co-supervisor in some cases), who are usually considered as experts in the field of study to guide postgraduate students throughout the research and writing process. Most Masters' and Doctoral research qualifications in South Africa exclude the teaching of research writing skills as part of the formal curriculum which might affect quality of research report produced. Additionally, the quality work from students depends on many factors such as supervisory styles, models, and roles as well as a disciplinary requirement to produce findings and conclusions that can advance solutions for socio-economic and discipline developments. Evaluation is commonly used as form of determining the quality of research reports by reading, commenting, and giving feedback in a conventional format using tools in applicable software, i.e., Microsoft Word, LaTeX, etc. This paper then poses a question: what responsive pedagogies can be suggested to students and supervisors to enhance and improve the quality of their research work on a pre-evaluation phase?

The paper is theorised from an emancipatory supervisory approach to promote students' self-reflection using Gibbs' reflective cycle. Qualitative data is collected voluntarily from postgraduate students via the University Capacity Development Project to learn if students are currently able to self-reflect as a learnt behaviour to determine the quality of work they produce. The main findings reveal that styles of supervision adopt tasks and roles but pay minimal attention to proposed research quality criteria in the web-based digital application. The paper concludes with a digital scorecard how to improve and reflect in promoting confidence and quality research writing. The paper also discusses the implications for professional development skills via datasets generated by the web-digital application

Keywords: postgraduate research; quality research outputs, self-rating, web-based application, Students and supervisors.

Carlo Daniels and Ewelina K Niemczyk

North-West University, daniels13carlo@gmail.com and ewelina.niemczyk@nwu.ac.za

Business-not-as-usual mindset in postgraduate education: Preparing the next generation researchers in VUCA times

In his 2018 publication, Noah Sobe indicated that the comparative and international education is overdue for examination in terms of how the comparison shall be conducted. The author further explicated that the possibilities of comparison are shaped by the circumstances of particular time and space. Wohuter (2021) further argued that Comparative Education can be defined as studying aspects of education from a three in one perspective, namely an education *system* perspective, a contextual perspective, and a comparative perspective. Therefore, this paper speaks to the area of postgraduate education in South African context considering as a mode of comparison a particular period of time, pre-and-during various stages of the global pandemic. Recognizing that the pandemic is not yet behind us, we review research practices we are used to and consider what they could be considering our current VUCA (volatility, uncertainty, complexity, and ambiguity) environment.

The first part of the paper concisely considers the notion of postgraduate education in South African context. The second part brings attention to VUCA times, namely the uncertain environment in which academic researchers operate. Third part zooms on research practices that have changed significantly during the pandemic. Then, the authors employ business-not-as-usual mindset to consider the circulation of new approaches to research practice in postgraduate education. As Milton Friedman, the American economist, wrote *"Only a crisis – actual or perceived – produces real change. When that crisis occurs, the actions that are taken depend on the ideas that are lying around."*

Teboho Ngubane

University of South Africa, ngubat@unisa.ac.za

Community learning centre leaders' perceptions about their curriculum management responsibilities in the post Covid-19 era in Gauteng province

The Community Learning Centre (CLC) leaders' views about their curriculum management responsibilities within the Adult Community Education and Training sector (ACET) are explored in this paper. The paper intends to answer the research question 'how do centre leaders view the achievement of their curriculum management responsibilities in the post-transition period during the post Covid-19 era?'. There have been challenges within the ACET sector prior to, during and after the transition period from the Department of Basic Education (DBE) to the Department of Higher Education and Training (DHET). These challenges negatively impacted the management of curriculum delivery in the post Covid-19 era. A qualitative research design was used where a sample of 5 CLC leaders and 3 district officials in the Gauteng province was purposefully selected for individual face-to-face interviews. One focus group discussion consisting of 4 lecturers was conducted. Document analysis was also used to collect data. The findings of this study indicated that CLC leaders view the achievement of their curriculum management responsibilities as lacking support from the district offices, the Gauteng Community Education and Training College (GCETC) and DHET post Covid-19 era. The paper recommends curriculum support be provided through the development of policies and procedures for CLC leaders to achieve their curriculum management responsibilities.

Keywords: Community Learning Centre (CLC), leaders, curriculum management.

Aydin Inal

Stellenbosch University, 25816624@sun.ac.za

Impact of educational programs of a group of independent schools in South Africa

Star Colleges are independent primary and secondary schools established in 1999 by individuals in South Africa who are of Turkish background and are inspired by Fethullah Gulen. Gulen is an Islamic scholar whose philosophy inspired a transnational movement known as Hizmet (service in Turkish) Movement (HM). HM started as initiatives in education and evolved into diverse initiatives in various fields including independent secular primary and secondary schools in many countries in the world.

Star Colleges are known to be academically successful where academic teaching is accompanied by a values education programme. This programme focuses on transmission of values onto students through various activities as well the role modelling of students.

In this presentation, I will discuss the schools' educational programmes such as academic programmes, cultural and physical activities, and value education programmes. I will also discuss the students' experiences at university and beyond and how their schooling impacted their progression through school, university and beyond. This presentation will focus on the students'

accounts of their formative experiences at the school and the impact of the school on their student personas and value disposition. Specific reference will be made to the value education programme in order to explore how sustainable the influence of the values education is by discussing whether the values that were introduced at the school have been upheld by the students and still play a role in their personal life experiences.

KEYNOTE ADDRESS

Harold Herman

University of the Western Cape, meherman@mweb.co.za

The future of Comparative, International, Development Education in Southern Africa

The presentation is based on aspects of his recently published autobiography and his experiences in the field over the past forty years. Book title:

'From a Local Village to the Global Village - My personal journey in Education in a divided South Africa'

This address focuses on SACHES as a Society, its founding in 1991 and its development over the years. It briefly explains its past history, the scholarship of the discipline in Southern Africa and the current lack of formal membership of the Society.

These historical analyses and key scholarship about the discipline in Southern Africa provide the rationale for a new era of re-ignition of the Society and progress towards increasing its membership and activities.

The presentation follows on the analyses of the author in his 2020 biography entitled: *From a Local Village to the Global Village – my personal journey in Education in a divided South Africa*, including his teaching and research in Comparative, International, Development Education (CIDE) since he entered academia in 1975.

The paper concludes after suggestions as to how to re-boost the membership and focus of the Society beyond the maintenance of its journal SARE and the re-introduction of a Newsletter similar to the ones published by Herman (1991 – 1994) and Weeks, the third President of SACHES. A communications strategy has to be devised to expand the activities of SACHES beyond the occasional presentation of a conference paper to constant interaction between members and its EXCO. An expansion of engagement, cooperation and dialogue between members after publication of conference proceedings could foster interaction and projects beyond the attendance of annual conferences, learning from models of other Comparative Education Societies worldwide. With the assistance of committed scholars in the field such as Prof. Charl Wolhuter, I am prepared to initiate such a strategy after the 2022 Annual Conference.
