NWU®

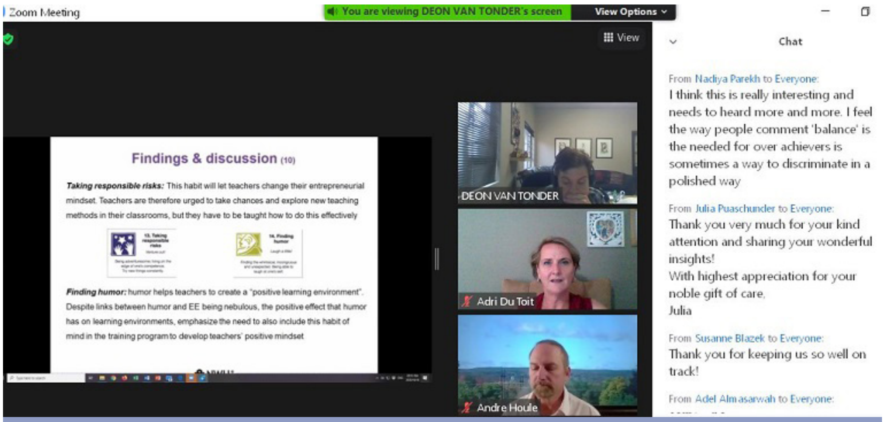
Friday Feel-Good News
Faculty of Education

13 November 2020

Virtual conferences

Three members of the Research Unit: Self-directed Learning recently participated in two virtual conferences. The 18th and 19th International Conferences of the Research Association for Interdisciplinary Studies (RAIS) on Social Sciences and Humanities were hosted by Princeton, New Jersey. All three papers were accepted and published in the proceedings of the two conferences. Both were interesting learning opportunities with presenters from all over the globe and offered good opportunities for networking.

Jessical Pool en Adri du Toit het in Augustus 'n aanbieding oor vervlegte leer gedoen. / Jessica Pool and Adri Du Toit presented a paper on blended learning in August.



Deon van Tonder en Adri du Toit het op 18 Oktober verslag gelewer oor die geskiktheid van "Habits of Mind" vir entrepreneurskapsonderrig. By dieselfde konferensie het Adri 'n artikel aangebied uit die bevindinge van haar SoTL projek, wat daarop gemik was om onderwysers in skole met beperkte hulpbronne te ondersteun. / Deon van Tonder and Adri du Toit presented a report on the suitability of the Habits of Mind for entrepreneurship education on 18 October. At the same conference Adri presented another paper based on the findings of her SoTL project, which was aimed at supporting teachers in under-resourced schools.

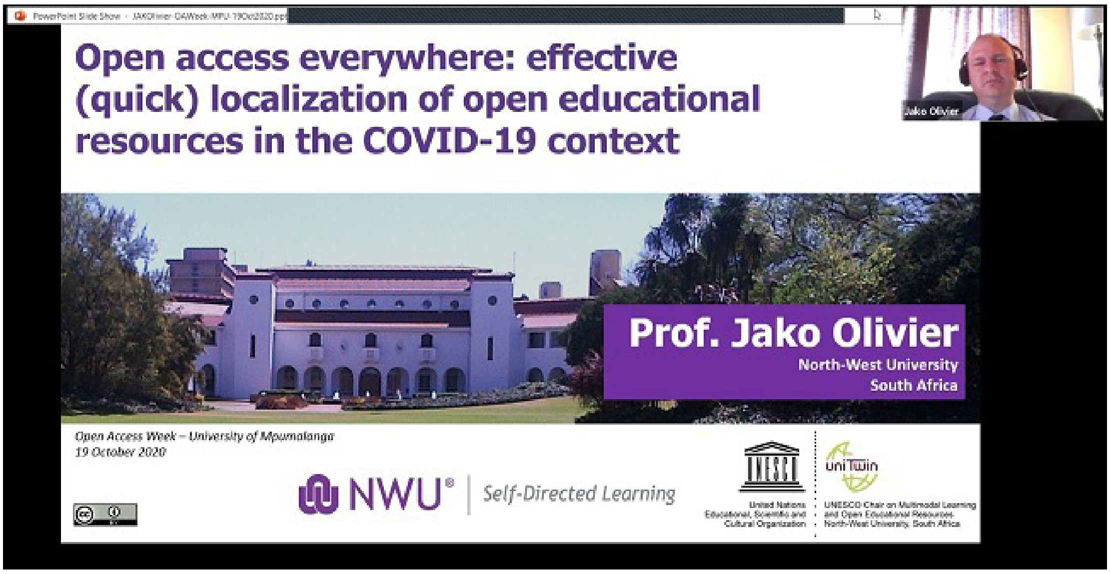
Virtuele konferensies

Drie lede van die Navorsingseenheid: Selfgerigte Leer het onlangs aan twee virtuele konferensies deelgeneem. Die 18de en 19de internasionale konferensies oor Sosiale en Geesteswetenskappe van die Navorsingstigting vir Interdissiplinêre Studies (RAIS) is vanaf Princeton, New Jersey aangebied. Al drie die aanbiedings is aanvaar en in die verrigtingsdokumente van die konferensies gepubliseer. Dit was interessante leergeleenthede met aanbieders van regoor die wêreld en het goeie geleenthede gebied om netwerke te bou.

Open Access Week: UNESCO Chair invited to present lecture for University of Mpumalanga

Universities and institutions worldwide recognised international Open Access Week from 19 to 25 October this year. During this week, openness in education and research is celebrated. The theme for this year was "Open with purpose: Taking action to build structural equity and inclusion".

Prof Jako Olivier, the NWU's UNESCO Chair on Multimodal Learning and Open Educational Resources, was invited by the University of Mpumalanga to present an online public lecture as part of their Open Access Week event on 19 October. His presentation was entitled Open access everywhere: effective (quick) localization of open educational resources in the Covid-19 context. The lecture was attended by just over 40 people, mainly staff from the University of Mpumalanga, but also some attendees from other universities.



Ooptoegangweek: UNESCO-leerstoel uitgenooi om lesing vir die Universiteit van Mpumalanga aan te bied

Internasionale Ooptoegangweek is vanjaar van 19 tot 25 Oktober deur universiteite en instellings wêreldwyd gedenk. In hierdie week word openheid in onderwys en navorsing gevier. Die tema hierdie jaar was "Oop met 'n doel: oproep tot aksie vir die bou van strukturele billikheid en insluiting".

Prof Jako Olivier, wat die NWU se UNESCO-leerstoel oor Multimodale Leer en Oop Opvoedkundige Hulpbronne beklee, is deur die Universiteit van Mpumalanga genooi om as deel van hulle Ooptoegangweek 'n aanlyn openbare lesing op 19 Oktober aan te bied. Sy aanbieding se titel was Oop toegang orals: effektiewe (vinnige) lokalisering van oop opvoedkundige hulpbronne in die Covid-19-konteks. Die lesing is deur net meer as 40 mense bygewoon, van wie die meeste personeel van die Universiteit van Mpumalanga was, maar wat ook enkele persone van ander universiteite ingesluit het.

COMBER SYMPOSIUM AT INTERNATIONAL CONFERENCE

The Collaborative Action Research Network, based in the UK, held a virtual international conference on 24 and 25 October 2020 in lieu of its annual face-to-face conference that was supposed to have taken place in Dundee, Scotland this year.

Prof Lesley Wood hosted a symposium focused on building capacity for community-based research. There were three presentations: 1) Prof Lesley Wood shared findings from her NRF project – Building capacity for community-based research: A PALAR journey. 2) Prof Mariette Koen and Drs Stef Esterhuizen and Marinda Neetlingh, along with Ms Benita Taylor, presented their findings around facilitation of PALAR, gleaned from their ECE project – Novice vs expert: facilitation challenges encountered when using participatory action learning and action research (PALAR). Dr Carolina Botha then presented a paper on “Looking back to look ahead: Conversations as a tool to collaboratively explore the apprenticeship of observation in student teachers”.

Congratulations to these colleagues of COMBER on the wonderful work they are doing and their contribution to community-based educational research.

COMBER-SIMPOSIUM BY INTERNASIONALE KONFERENSIE

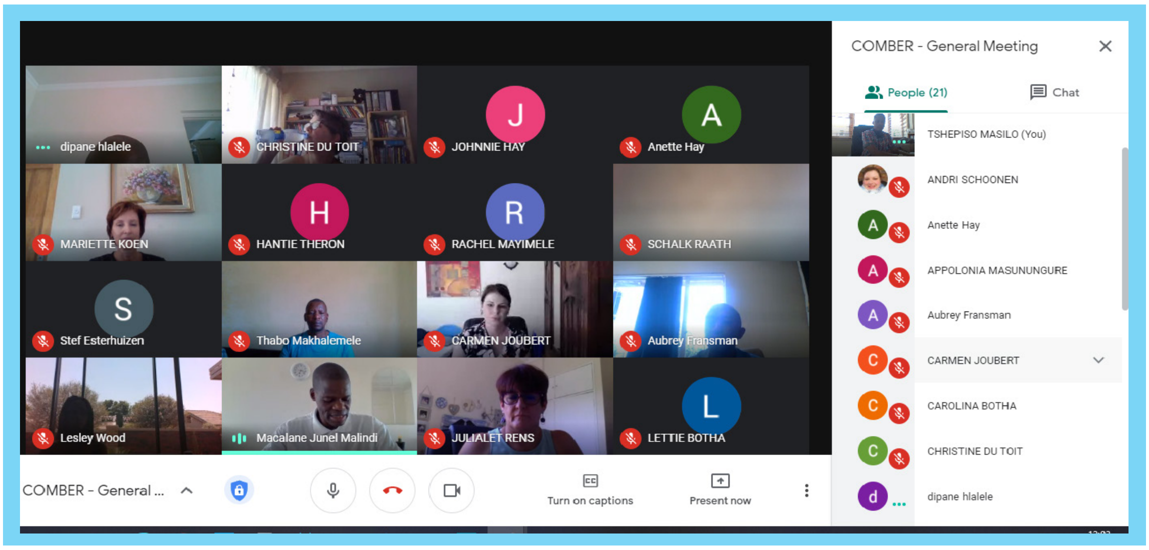
Die Collaborative Action Research Network, wat in die Verenigde Koninkryk gebaseer is, het op 24 en 25 Oktober 2020 ’n virtuele internasionale konferensie gehou in plaas van sy jaarlikse konferensie wat vanjaar in Dundee, Skotland, sou plaasvind.

Prof Lesley Wood het ’n simposium aangebied wat op die bou van kapasiteit vir gemeenskapsgebaseerde navorsing gefokus het. Daar was drie voordragte: 1) Prof Lesley Wood het bevindinge gedeel uit haar NNS-projek – Bouvermoë vir gemeenskapsgebaseerde navorsing: ’n PALAR-reis. 2) Prof Mariette Koen en drs Stef Esterhuizen en Marinda Neetlingh, tesame met me Benita Taylor, het hulle bevindings oor die fasilitering van PALAR aangebied, verkry uit hul ECE-projek – Nuweling teenoor kundige: fasiliteringsuitdagings wat ondervind is tydens die gebruik van deelnemende aksieleer- en aksienavorsing (PALAR). Dr Carolina Botha se aanbieding was “Kyk terug om vorentoe te kyk: gesprekke as ’n hulpmiddel om die vakleerlingskap van waarneming by studente-onderwysers saam te ondersoek”.

Baie geluk aan hierdie kollegas van COMBER met hulle wonderlike werk en hulle bydrae tot gemeenskapsgebaseerde opvoedkundige navorsing.

COMBER discuss: The relational nature of community-engaged research in rural contexts

The community resilience strand of COMBER hosted Professor Dipane Hlalele from the University of Kwazulu-Natal for a webinar on 22 October. Prof Hlalele presented some thought-provoking insights gleaned from his experience in community-engaged research in rural communities. He problematised the current framing of rurality from a deficit paradigm and suggested that a different approach is needed to ensure sustainable learning and development in rural contexts.
He reminded us that learning does not take place in a vacuum, but rather in rich social contexts with innumerable vantage points, interests, values, power positions, beliefs, existential needs, and inequities. As researchers in rural areas we need to enter the community without a predetermined agenda; accept that what will be learnt cannot be known ahead of time; and that goals are likely to shift as learning progresses. Relationship is key to the engagement process. He shared examples from his own research where he used place-based learning and other community-based strategies to enhance community resilience and develop sustainable learning ecologies.



COMBER-bespreek: Die relasionele aard van gemeenskapsbetrokkenheid in landelike kontekste

Die afdeling vir gemeenskapsveerkragtigheid van COMBER het op 22 Oktober by ’n webinaar vir professor Dipane Hlalele van die Universiteit van Kwazulu-Natal gasheer gespeel. Prof Hlalele het ’n paar diepsinnige insigte uit sy ervaring van gemeenskapsbetrokkenheid in landelike gemeenskappe aangebied. Hy problematiseer die huidige raamwerk van landelikheid vanuit ’n paradigma van tekorte en stel voor dat ’n ander benadering nodig is om volhoubare leer en ontwikkeling in landelike kontekste te verseker. Hy het ons daaraan herinner dat leer nie in ’n vakuum plaasvind nie, maar eerder in ryk sosiale kontekste met ontelbare uitkykpunte, belangstellings, waardes, magsposisies, oortuigings, bestaansbehoeftes en ongelykhede. As navorsers in landelike gebiede moet ons die gemeenskap sonder ’n voorafbepaalde agenda betree; aanvaar dat wat geleer sal word, nie voor die tyd bekend kan wees nie; en dat die doelwitte waarskynlik sal verander namate die leer vorder. Verhouding is die sleutel tot die betrokkenheidsproses. Hy het voorbeelde uit sy eie navorsing gedeel waar hy plekgebaseerde leer en ander gemeenskapsgebaseerde strategieë gebruik het om die veerkragtigheid van die gemeenskap te verbeter en volhoubare leerekologieë te ontwikkel.

International Society for the Advancement of Curriculum Studies

Prof Petro du Preez and Prof Shan Simmonds has been elected to the committee of the International Association of the Advancement of Curriculum Studies (IAACS).

Petro serves on the general assembly as the country representative for South Africa.

Shan serves on the publications committee for the association's journal, Transnational Curriculum Inquiry (TCI).

The appointments are for a term of three years (possible re-election for another three years).

Click on the link below to read more: https://www.iaacs.ca/committee/

Prof Petro du Preez en prof Shan Simmonds is tot die komitee van die International Association of the Advancement of Curriculum Studies (IAACS) verkies.

Petro dien op die algemene vergadering as die verteenwoordiger vir Suid-Afrika.

Shan dien in die publikasiekomitee vir die vereniging se tydskrif, Transnational Curriculum Enquiry (TCI).

Die aanstellings is vir 'n termyn van drie jaar (moontlike herverkiesing vir nog drie jaar).

CONGRATULATIONS

TO EVERYONE CELEBRATING THEIR BIRTHDAY THIS MONTH.

NOVEMBER 2020

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