



Die Departement van Basiese Onderwys het 'n twee dae lange kollokwium oor omvattende seksualiteitsopvoeding (CSE) by die WNNR se Internasionale Konvensiesentrum aangebied. Onder die hooftema “Die sleutel tot genderreaktiewe en sosiaal-inklusiewe onderwys”, het sommige van die onderwerpe wat bespreek is onder meer interseksies van CSE en sosiale inklusiwiteit en interseksies van CSE en genderdiversiteit ingesluit. Akademici, vakkundiges, gesondheids- en onderwyskundiges het kwessies soos godsdiens en geloof, kultuur, armoede, gestremdhede, geslagsgebaseerde geweld, die reaksie van ouers, en gender- en seksuele diversiteit en gelykheid bespreek. Dr Annamagriet de Wet (Edu-HRight) het 'n referaat gelewer saam met 'n meestersgraadstudent, me Elmien van Wyk, wat die skoolgebaseerde ervarings van LGBTQ+-leerders hanteer het wat met gelykheid en die implikasies daarvan vir voordiensonderwysersopleiding verband hou. Daar is voorgestel dat onderwysersopleiding op seksuele diversiteitsbewustheid en sensitiwiteit fokus, asook op strategieë vir onderrig oor seksuele diversiteit en die bevordering van seksuele gelykheid in 'n veilige klimaat. Nog 'n kollega van die fakulteit, prof Lesley Wood (COMBER), het saam met haar

meestersgraadstudent, me Nosipho Nxumalo, 'n aanbieding oor haar navorsing getiteld “Actively engaging youth to address toxic masculinity through participatory visual method” gelewer. Hulle het die aandag gevestig op die kompleksiteite wat kultuur en die voorkoms van armoede te midde van voortgesette patriargale gedrag en houdings bied.

SDL Academic Discourse 10

18 November 2021



The Research Unit Self-Directed Learning (SDL) concluded the monthly academic discourse series for 2021 with a presentation by one of our extraordinary professors, Prof Karl Wirth from Macalester College. The presentation, titled Improving Self-Directed Learning with more “Self” in Self-Assessment, focused on the meaning and role of self-assessment in the context of SDL.

He shed light on the continuum between different contexts and purposes of self-assessment as being teacher-centred, learning-centred, and SDL-centred and how self-assessment can develop through this continuum to eventually emphasise the development of student agency. The attendees reflected on the kinds of self-assessment they use in their courses and how the deepened use of self-assessment could improve SDL and self-authorship. Prof Wirth concluded with the idea of self-authorship

and quoted a definition as a “meaning-making capacity that involves a shift from outside the self to inside the self” (Kegan, 1994).

We thank Professor Wirth and the members of SDL for ending our academic discourse series for 2021 on a high note.

Improving Self-Directed Learning with More “Self” in Self-Assessment

SDL Discourse

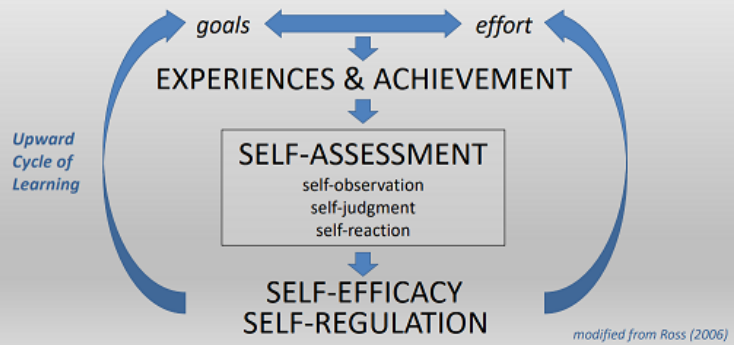
18 November 2021

Improving Self-Directed Learning with More “Self” in Self-Assessment

SDL Discourse

18 November 2021

Self-Assessment & Achievement



Die Navorsingseenheid Selfgerigte Leer (SGL) het die maandelikse akademiese diskoersreeks vir 2021 met ’n aanbieding deur een van ons buitengewone professore, Prof Karl Wirth van Macalester College, afgesluit. Die aanbieding, getiteld Verbetering van selfgerigte leer met meer “self” in self-assessering, het op die betekenis en rol van selfassessering binne die konteks van SGL gefokus.

Hy het lig gewerp op die verband tussen verskillende kontekste en doelwitte van selfassessering as onderwyser-gesentreerd, leer-gesentreerd en SGL-gesentreerd, en hoe selfassessering hierdeur kan ontwikkel ten einde klem op die ontwikkeling van werkzaamheid onder studente te plaas.

Die deelnemers het besin oor die soorte selfassessering wat hulle in hulle kursusse gebruik, en hoe die diepgaande gebruik van selfassessering uiteindelik SGL en selfouteurskap kan verbeter. Prof Wirth het met die idee van selfouteurskap afgesluit deur ’n definisie daarvan aan te haal as ’n “meaning-making capacity that involves a shift from outside the self to inside the self” (Kegan, 1994).

Ons bedank Professor Wirth en die lede van SGL wat die akademiese diskoersreeks vir 2021 op ’n hoë noot afgesluit het.

Book launch



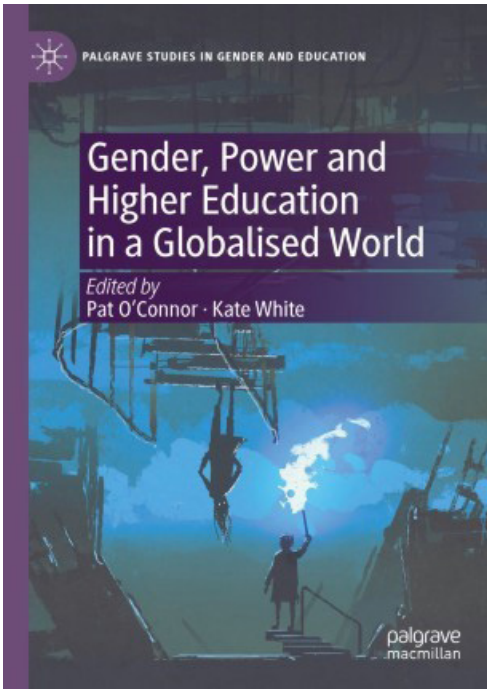
On 24 November 2021, Professor Connie Zulu, a member of the Edu-HRight Research Unit, attended a virtual book launch of the book titled [Gender, Power and Higher Education in a Globalised World](#) (edited by Pat O’Connor and Kate White). The book is a 2021 Palgrave Macmillan publication and is part of the Palgrave Studies in Gender and Education series. Professor Connie co-authored Chapter 5 in the book, titled [Making the right choice: Discourses of individualised responsibility in higher education](#).

The chapter examines the Czech Republic, South Africa and Turkey, three countries that underwent regime change at the end of the 20th century. The notion of “choice” is used to examine neoliberal discourses of individualised responsibility in higher education and research, and the ways in which they are used to create a particular form of feminine subjectivity.

The chapter looks specifically at two issues: the way female academics internalise choice, which results in their acceptance of their alleged

responsibility for career progression and the use of “individual choice” as a way to explain away the dearth of women in leadership positions and to deflect the responsibility for creating non-discriminatory working conditions. The conclusion drawn is that the academic systems and their proponents in the three countries are similar in their reluctance to recognise structural gender inequality that exists in higher education and research, and in deflecting their responsibility for creating a non-discriminatory institutional culture.

Boekbekendstelling



Professor Connie Zulu, 'n lid van die Edu-HRight Navorsingseenheid, het op 24 November 2021 'n virtuele boekbekendstelling bygewoon van die boek getiteld **Gender, Power and Higher Education in a Globalised World** (geregideer deur Pat O'Connor en Kate White). Die boek is 'n 2021-publikasie van Palgrave Macmillan en is deel van die reeks Palgrave Studies in Gender and Education.

Professor Connie was die mederedakteur van Hoofstuk 5 van die boek, naamlik **Making the right choice: Discourses of individualised responsibility in higher education**. Die hoofstuk ondersoek die Tsjeggiese Republiek, Suid-Afrika en Turkye, drie lande wat aan die einde van die 20ste eeu 'n regimeverandering ondergaan het. Die idee van “keuse” word gebruik om neoliberale gesprekke oor geïndividualiseerde verantwoordelikheid in hoër onderwys en navorsing te ondersoek, en die maniere waarop dit gebruik word om 'n bepaalde vorm van vroulike subjektiwiteit te skep.

Die hoofstuk kyk spesifiek na twee kwessies: die manier waarop vroulike akademiëers keuse internaliseer, wat hulle aanvaarding van hulle beweerde verantwoordelikheid vir loopbaanvordering tot gevolg het, en die gebruik van “individuele keuse” as 'n manier om die skaarste aan vroue in leierskapsposisies te verduidelik, en om die

verantwoordelikheid vir die skepping van nediskriminerende werkstoestande te sistap.

Die gevolgtrekking wat bereik is, is dat die akademiese stelsels en hulle voorstanders in die drie lande dieselfde huiwerigheid toon om die strukturele genderongelykheid te erken wat in hoër onderwys en navorsing bestaan, en hulle verantwoordelikheid ontduik om 'n nediskriminerende institusionele kultuur te skep.



SDL year-end celebration 26 November 2021

Virtual fireworks were launched as the research unit for SDL held their year-end celebration. The celebration was kicked off with an inspiring talk by Prof Lloyd Conley, who congratulated our researchers on their ability to adapt and thrive under the unprecedented circumstances of the pandemic. Prof Washington Dudu reminded us of the importance of teamwork as opposed to competition.

Prof Elsa Mentz continued to the highlights of 2021 by welcoming new members to the family of SDL (including three new extraordinary professors and two new postdoctoral fellows), congratulating new NRF-rated and related researchers (bringing SDL's number of NRF-rated researchers to 7), and congratulating SDL members who had received their postgraduate degrees, had been promoted during the year, or had received special awards. Project leaders and members of research projects, as well as the contributors to SDL AOSIS books, were applauded for their efforts and contributions. Members reminisced on the success of the 4th International SDL Conference, Open Education Week and the research outputs during 2021, and enjoyed three musical items by the band Self Direction.

We want to thank all the members of SDL - from researchers to support staff - for their contribution in making this year a huge success.

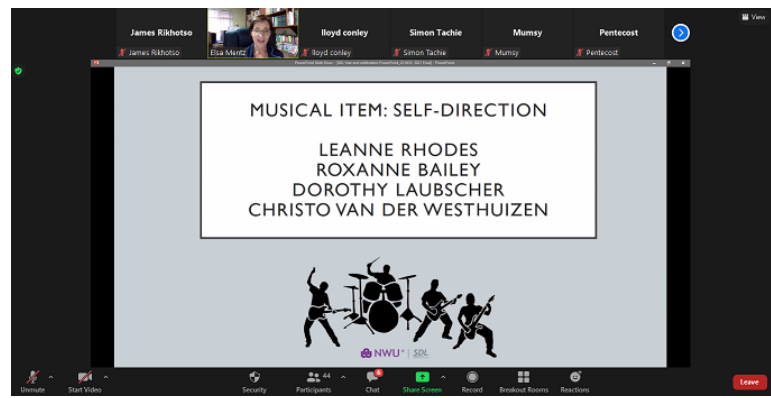
SGL-jaareindviering

26 November 2021

Virtuele vuurwerke het geskiet toe die navorsingseenheid vir SGL hul jaareindviering gehou het. Prof Lloyd Conley het die viering afgeskop met 'n inspirerende praatjie en gelukwensing met ons navorsers se aanpassingsvermoë en uitstekende prestasies in die lig van die pandemie. Prof Washington Dudu het ons herinner aan die belangrikheid van samewerking teenoor mededinging.

Prof Elsa Mentz het hoogtepunte van 2021 uitgelig met die verwelkoming van nuwe SGL-lede (insluitend drie nuwe buitengewone professore en twee nuwe postdoktorale genote), en nuwe NNS-gegradeerde en hergradeerde navorsers (wat SGL se aantal NNS-gegradeerde navorsers op 7 te staan bring), SGL-lede wat grade ontvang het, gedurende die jaar bevorder is, of spesiale toekennings ontvang het, is gelukkig. Projekleiers en lede van navorsingsprojekte, sowel as die bydraers tot SGLAOSIS-boeke, is vir hulle harde werk en bydraes gelooft. Lede het teruggedink aan die sukses van die 4de Internasionale SGL-konferensie, Open Education Week en die navorsingsuitsette gedurende 2021, en het drie musikale items deur die groep Self Direction geniet.

Ons wil al die lede van SGL, van navorsers tot ondersteuningspersoneel, bedank vir hulle bydrae om van hierdie jaar 'n groot sukses te maak.



DECEMBER 2021

Happy Birthday!



TO EVERYONE CELEBRATING
THEIR BIRTHDAY THIS MONTH.

• FRIDAY FEEL-GOOD NEWS •

GUIDELINES

- Snippets should be sent as an attachment in a **Word document**.
- Snippets should be approximately **50-200** words (per language).
- Snippets must be in both **English and Afrikaans** - we all use different abbreviations and names, so the correct terminology must be provided in both languages.
- Please **include a title** for your snippet.
- Related **photo/s must be provided** along with each snippet:
 - **Sent as an attachment**
 - **In .png or .jpeg format**
 - **Minimum one** photo and a **maximum of eight** photos
- Submit snippets before 12:00 every Wednesday.
- Email snippets to **Aloreece.Johnson@nwu.ac.za**.

For more information, contact Aloreece Johnson on X285 2722.

RIGLYNE

- Brokkies moet as 'n **aanhangsel in 'n Word-dokument** gestuur word.
- Brokkies moet ongeveer **50-200** woorde (per taal) bevat.
- Brokkies moet in beide **Engels en Afrikaans** wees - ons gebruik almal verskillende afkortings en benamings, dus moet die korrekte terminologie in albei tale verskaf word.
- **Sluit 'n titel** vir u brokkie in.
- Gepaste **foto's moet saam met elke brokkie voorsien** word:
 - **Gestuur as 'n aanhangsel**
 - **In png- of jpeg-formaat**
 - **Minimum van een** foto en 'n **maksimum van agt** foto's
- Dien brokkies elke Woensdag voor 12:00 in.
- E-pos brokkies aan **Aloreece.Johnson@nwu.ac.za**.

Vir meer inligting, kontak Aloreece Johnson by X285 2722.