NWU®

Friday Feel-Good News
Faculty of Education

09 April 2021

Easter at Faranani Residence

Over the past Easter weekend the spirits of the students at Faranani Residence were lifted by the Faculty of Education Vanderbijlpark Campus. Mr J Kruger and Ms J Chalmers (representing the staff of the Faculty of Education Vanderbijlpark Campus) handed out Easter eggs and a special message to the students who did not have the privilege of going home and being with their families. Students from the Faculty of Education who reside in the residence were proud to be included in sharing the love and caring spirit that one associates with this Christian holiday.

Paasfees by Faranani-koshuis

Die afgelope Paasnaweek is die studente by die Faranani-koshuis deur die Fakulteit Opvoedkunde (Vanderbijlparkkampus) opgebeur. Mnr J Kruger en me J Chalmers (wat die personeel van die Fakulteit Opvoedkunde Vanderbijlparkkampus verteenwoordig het) het paaseiers uitgedeel en 'n spesiale boodskap gebring aan die studente wat nie die voorreg gehad het om huis toe te gaan en by hulle families te wees nie. Studente van die Fakulteit Opvoedkunde wat in die koshuis woon, was trots daarop dat hulle deel kon wees van die ervaring om die liefde en omgee wat met hierdie Christen-vakansiedag geassosieer word.

ANOTHER SDL AWARD: Prof Josef de Beer receives a vice-chancellor's community engagement award

Congratulations to Prof De Beer on receiving a NWU vice chancellor's community engagement award.
The Teachers Without Borders project, led by Prof Josef, exemplifies how community engagement, together with teaching and learning and research and innovation are all intertwined and part of the core business of the NWU.

Building capacity among Science, Technology, Engineering and Mathematics (STEM) teachers in infusing indigenous knowledge into curriculum themes needs engagement with the holders of indigenous knowledge in the first place. Josef started with ethnobotanical work in 2009 and recently completed a second PhD in Ethnobotany that specifically focused on San people in the Northern Cape (the first cultural group to have a Materia Medica). Josef's engagement with holders of indigenous knowledge has resulted in short-learning programmes (SLPs) for STEM teachers on the epistemological border crossing between Western science and indigenous knowledge systems. More than 700 teachers have benefited from these SLPs funded by the Fuchs Foundation. Innovative teaching and learning resources are also made available to rural schools in particular.

Various community partners attempt to make science more accessible to a diversity of learners. An example of one of these community partners is a marginalised community in Jan Kempdorp that produces puppets that are provided to schools for this purpose.
In addition, Josef and Prof Elsa Mentz are doing cutting-edge research on Change Laboratories and utilising fourth-generation cultural-historical activity theory as a research lens.
The goal is to inspire a next generation of young scientists to find solutions to the myriad of problems facing humanity.

Nóg 'n SGL-toekenning: Prof Josef de Beer ontvang 'n visekanselierstoekenning vir gemeenskapsbetrokkenheid

Ons wil vir prof Josef de Beer gelukwens met die ontvangs van 'n NWU visekanselierstoekenning vir gemeenskapsbetrokkenheid.
Die Onderwysers Sonder Grense-projek onder leiding van prof Josef illustreer hoe gemeenskapsbetrokkenheid met onderrig en leer asook navorsing en innovasie verweef is en deel is van die kernbesigheid van die NWU.

Om inheemse kennis deel te maak van die leerplan vir onderwysers in Natuurwetenskap, Tegnologie, Ingenieurswese en Wiskunde (STEM), behels eerstens dat die houers van inheemse kennis betrek moet word.

Prof Josef het in 2009 met etnobotaniese werk begin en onlangs 'n tweede PhD in Etnobotanika voltooi wat spesifiek op die San-groepering in die Noord-Kaap (die eerste kulturele groep met 'n Materia Medica) fokus.
Sy betrokkenheid by die houers van inheemse kennis het aanleiding gegee tot kortleerprogramme (KLP's) vir STEM-onderwysers oor die epistemologiese oorgang tussen Westerse wetenskap en inheemse kennisstelsels. Meer as 700 onderwysers het baat gevind by hierdie KLP's, wat deur die Fuchs Foundation befonds word. Innoverende onderrig- en leerhulpbronne word ook aan veral plattelandse skole beskikbaar gestel.

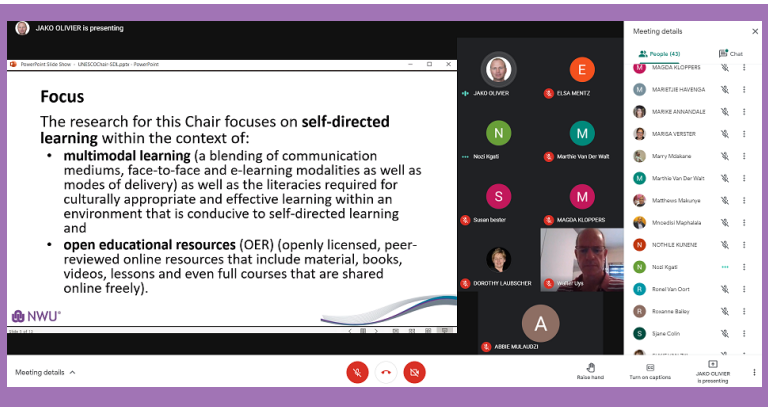
Verskeie gemeenskapsvennote poog om wetenskap vir uiteenlopende leerders toegankliker te maak.
Een voorbeeld van so 'n vennoot uit die gemeenskap is 'n gemarginaliseerde gemeenskap in Jan Kempdorp wat poppe maak wat vir hierdie doel aan skole voorsien word.
Daarbenewens doen prof Josef en prof Elsa Mentz baanbrekernavorsing oor *Change Laboratories* en gebruik die vierdegenerasie- kultuurhistoriese aktiwiteitsteorie as navorsingslens. Die doel is om 'n volgende generasie van jong wetenskaplikes te inspireer om oplossings te vind vir die magdom probleme wat die mens in die gesig staar.

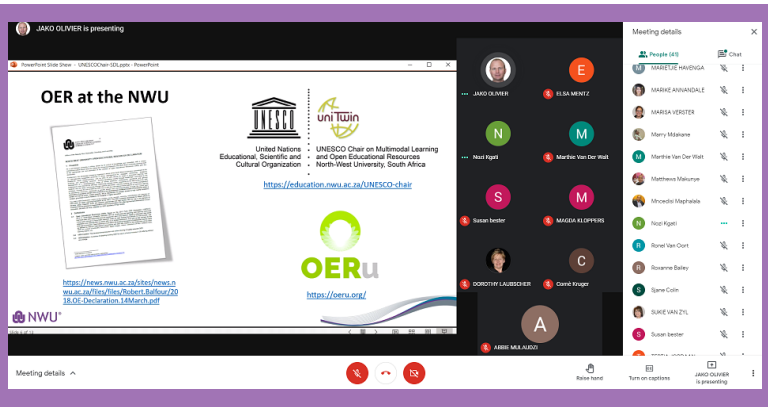
SDL second academic discourse : Prof Jako Olivier on the UNESCO Chair

On 26 March the Research Unit: Self-Directed Learning held their second academic discourse for the year. Prof Jako Olivier took the opportunity to inform members about the UNESCO Chair on Multimodal Learning and Open Educational Resources (OER). He outlined the purposes of the research chair, including its aim to build networks in southern Africa, building capacity at the NWU and in southern Africa, training in and developing academic expertise concerning multimodal learning and the use of OER, and further researching these topics.

The specific focus of this chair is self-directed learning (SDL) in the context of multimodal learning and OER in higher education. He emphasised that the chair is not a single position, but relies on the collaboration of a group of people. He invited and encouraged the members of SDL to share in the chair's future activities. This includes a workshop on 30 April 2021 on the topic of renewable assessment and multimodal learning. He also provided a few topics for possible collaboration, including SDL and the creation and use of OER, SDL and multimodal assessments, microlearning objects for SDL in a blended-learning environment, and evaluating quality in self-directed multimodal learning environments.

We want to thank Prof Olivier for this insightful presentation and invitation to collaborate.
It served as a reminder that the chair should not just be viewed as a position but as a useful resource.





SDL tweede akademiese diskoers: Prof Jako Olivier oor die UNESCO-leerstoel

Op 26 Maart het die Navorsingseenheid: Selfgerigte Leer hulle tweede akademiese diskoers vir die jaar gehou. Prof Jako Olivier het die geleentheid gebruik om lede oor die UNESCO-leerstoel oor Multimodale Leer en Oop Opvoedkundige Hulpbronne (OOH) in te lig. Hy het die doelwitte van die navorsingstoel uiteengesit, insluitend om netwerke in Suider-Afrika te bou, kapasiteit by die NWU en in Suider-Afrika te bou, die opleiding en ontwikkeling van akademiese kundigheid ten opsigte van multimodale leer en die gebruik van OOH, asook verdere navorsing oor hierdie onderwerpe.

Die spesifieke fokus van hierdie leerstoel is selfgerigte leer (SGL) in die konteks van multimodale leer en OOH in hoër onderwys. Hy het benadruk dat die leerstoel nie 'n enkele posisie is nie, maar op die samewerking van 'n groep mense steun. Hy het die lede van SGL uitgenooi en aangemoedig om aan toekomstige aktiwiteite deel te neem. Dit sluit die werkswinkel oor hernubare assessering en multimodale leer op 30 April 2021 in. Hy het ook 'n paar onderwerpe vir moontlike samewerking voorgestel, insluitend SGL en die skep en gebruik van OOH, SGL en multimodale assesserings, mikroleer-objekte vir SGL in 'n gemengdeleeromgewing, en die evaluering van kwaliteit in selfgerigte multimodale leeromgewings.

Ons wil prof Olivier bedank vir hierdie insiggewende aanbieding en uitnodiging om saam te werk.
Dit dien as 'n herinnering dat die UNESCO-leerstoel nie net as 'n posisie nie, maar as 'n nuttige hulpbron beskou kan word.

NWU Excellence in Community Engagement Awards

The following contributions were recognised in varies categories:

Category: Engaged Teaching and Learning

- Prof Carisma Nel and Dr Elma Marais Teaching and Learning Development Capacity Improvement Programme: Work-Integrated Learning (WIL) Works
- Dr Corné van der Vyver, Strengthening Community Identity Through Storytelling as a Teaching Strategy

Category: Engaged Research and Sharing of Expertise

- Prof Josef de Beer, Teachers Without Borders: Establishing Indigenous Knowledge Science Labs in Rural Schools
- Dr Marinda Neethling, A Community Engagement Project to Support In-Service Teachers in the Umzinyathi District

Congratulations to our FEDU recipients!

Die volgende bydraes het in verskillende kategorieë erkenning ontvang:Kategorie:

Gemeenskapsbetrokkenheidsonderrig en -leer

- Prof Carisma Nel en dr Elma Marais, Onderrig- en leer-ontwikkelingskapasiteitverbeteringsprogram: Werkgeïntegreerde Leer (WIL) Werk
- Dr Corné van der Vyver, Versterking van gemeenskapsidentiteit deur storievertelling as onderrigstrategie

Kategorie: Gemeenskapsbetrokkenheidsnavorsing en deel van kundigheid

- Prof Josef de Beer, Onderwysers Sonder Grense: Vestiging van wetenskaplaboratoriums vir inheemse kennis in landelike skole
- Dr Marinda Neethling,'n Gemeenskapsontwikkelingprojek ter ondersteuning van indiensonderwysers in die Umzinyathi-distrik

Baie geluk aan die Fakulteit Opvoedkunde se ontvangers van toekennings!

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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.