

EASA JANUARY –JUNE 2016 NEWS LETTER



Group photo of EASA Delegates at the 2016 Annual Conference

Arabella Hotel and Spa, Hermanus, Cape Town

Hosted by Cape Peninsula University of Technology

2016 EASA CONTENTS

1. Message from the Chairperson
2. Report on 2016 Conference
3. Key note addresses
4. WERA Report
5. 2016 Awards
6. SAJE 2016 Report
7. 2016 Executive committee
8. 2016 EASA Book Launch
9. Membership fee
10. 2017 EASA Conference
11. Announcements

1. MESSAGE FROM THE CHAIRPERSON

Prof Meahabo Dinah Magano UNISA (Department of Psychology of Education)

Let me convey my warm greetings for 2016. It is indeed an honour to be a member of EASA, an association which is keen to see transformation and growth in numbers and contribution to discourses in educational matters. This year started with a bang with our Annual conference in January 17-20 at the Arabella Country Estate. The venue was spectacular and all *EASAns* enjoyed their stay in Hermanus. The key note addresses by Prof Crain Soudien, Prof Elizabeth Henning and Prof Zubeida Desai elicited difficult questions. These questions are homework for all *EASAns* and ask: '*How do we address burning issues in our disciplines as academics*'.

This year is characterized by #'s in educational matters and this calls for researchers in the higher education sector and postgraduate students to rethink and relook at how we formulate policies, curriculum and how we teach at all levels. It cannot be business as usual for researchers. Instead we are challenged by the reactions of students and communities. It is unthinkable to see how buildings are torched and demolished in the 21st century when we assume that people understand the value of education. As educationists there should be a reflection into: '*what education really is and what it does to societies*'. Again, the following questions can be asked:

Are universities educating only a few that manage to enter their premises?

Are universities having an impact in communities surrounding them?

If not are universities still regarded as Ivory Towers theorizing and not engaging with practical issues on the ground. These questions are asked just to challenge all *EASAns* to look into education impact and the value that we add as researchers. The pragmatic approach which calls for action in the transformative paradigm seems to be an answer for a country which is reeling with violence and dissatisfaction. *EASAns* can ask themselves questions regarding the research that we conduct in communities; about the results and the findings that we get – Do we go back to those communities, schools, participants and try to intervene? Important to note is: *If our findings are just discussed at conferences and appear in journals only but the communities where data were obtained do not get help or any form of intervention then our research is not transformative at all*. Our focus for 2016 should be on how our research can impact the society, schools and institutions of higher learning. Let us participate in the **EASA Annual Call for Medal** Nomination process. Be involved in nominating awardees like: **Medal of Honour, Emerging Researcher** and **Research Medal**. *EASAns* deserve to be recognized for their contributions as researchers, which serves as an encouragement for young scholars.

Best wishes for the year to all members.



2. REPORT FROM CONFERENCE ORGANISING COMMITTEE

The 2016 annual conference of the Education Association of South Africa (EASA) held from January 17 to 20 at the Arabella Hotel and Spa in Hermanus transcended the expectations of most delegates on so many different levels. Apart from the immaculate setting of the conference venue and accommodation, the very relevant presentations and posters contributed immensely in getting the critical and creative juices flowing in interrogating the conference theme: Dealing with educational inequalities in the age of measurement in South Africa: On Sunday January 17, the EASA conference commenced with a cocktail book launch sponsored by Pearson. A number of books that would add value to education and pedagogic intervention were launched. Most publications were presented in a digital way where conference participants could wine and dine while still enjoying the remarkable fruits of the authors' labours. The launch appropriately set the stage for what was going to be a thought-provoking and engaging conference in a very relaxed atmosphere.



The following day, Professor Anthony Stark, the Deputy Vice Chancellor of the host, Cape Peninsula University of Technology (CPUT), formally opened this prestigious event organised by the Language Unit of Fundani CHED. His inaugural address alluded to very pertinent challenges that institutions face in dealing with these educational inequalities. He attested that the high failure rate and low throughputs are closely related with the inefficiencies and inequalities in the system despite the financial support given by the Teaching and Development Grants (TGD) to tertiary institutions. He advocated interventions that would address social justice, equity and redress to enhance the academic success of specifically students hailing from historically disadvantaged communities. In answer to the subheading of the conference – *chasing numbers versus supporting student success* – he based his views on promoting students who are well-rounded and socially responsible on the suggestions of the Quality Enhancement Project (QEP) that institutions should steer clear from chasing numbers. Very crucial concerns such as curricula transformation, language of instruction, the evaluation of impact and measurement of performance and sensitivity towards the unique needs of students based on their particular background set the tone for this three-day conference.

In addition to three very eloquent and academically sounded keynote speakers, namely Professors: Crain Soudien, Elizabeth Henning and Zubeida Desai added significant dimensions to the conference. Various papers and posters added substantially to the conference. The following thematic contributions were made by the 148 delegates representing most of the South African tertiary institutions:

- performativity and capabilities versus graduate outputs or success rate
- performativity versus social justices
- multicultural/multilingual education and Indigenous knowledge system

- Teacher education, pedagogic intervention, teacher autonomy and curriculum flexibility
- ICT and values in education

Although the EASA conference was characterised by exceptional presentations based on a variety of research contributions, it wasn't just all work and no play. A gala dinner on the penultimate day of the conference provided the delegates with an opportunity to let their hair down. Great cuisine and tasteful beverages accompanied by the United Nations of Africa group, Women Unite Marimba dance band and an Afro-soul singer, Marley Planka provided for a fitting end to a very well organised conference.

The evening was not only filled with good social and cultural entertainment. The award ceremony was another important highlight. Delegates and guests attended what was widely considered to be a successful event in which Prof Chetty (Medal of Honour), Dr Macalane Malindi (Emerging Researcher), Dr Fumane Khanare (PhD Award) and Marisa Leask (MED Award) were all awarded.

On the final day of the conference delegates were requested to review the conference as a whole. Using clickers to provide the organisers with their opinion, delegates attested to their satisfaction of the conference theme, communication prior and during the conference, the registration process and materials, the conference venue, IT support and food supplies, as well as the content, the relevance and quality of the presentations delivered by the keynote speakers and delegates. From my personal experience, and that of other conference attendees the conference was crowned with much success by confronting and providing ways to deal with educational inequalities.

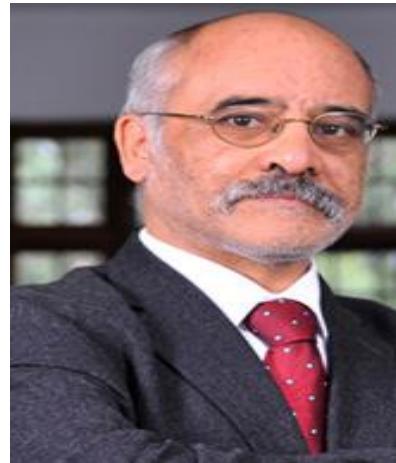
In conclusion, EASA executive and conference host would like to acknowledge the following sponsors for their contribution towards the success of the conference: Cape Peninsula University of Technology; Pearson; Van Schaik and Oxford

Compiled by Prof Monwabisi K. Ralarala (Cape Peninsula University of Technology Department of Fundani CHED: Language Unit)

3. KEY NOTE ADDRESSESS AT 2016 CONFERENCES

Prof Crain Soudien,

Professor Crain Soudien is the Chief Executive Officer of the Human Sciences Research Council, effective 1 September 2015. He is formerly a Deputy Vice-Chancellor at the University of Cape Town. He is a joint professor in Education and African Studies. He is involved in a number of local, national and international social and cultural organisations and is the Chairperson of the Independent Examinations Board, the former Chairperson of the District Six Museum Foundation, a former President of the World Council of Comparative Education Societies and had been the chair of the Ministerial Committee on Transformation in Higher Education and is currently the chair of the Ministerial Committee to evaluate textbooks for discrimination. He is a fellow of a number of local and international academies and serves on the boards of a number of cultural, heritage, education and civil society structures. He is also the co-editor of three books on District Six, Cape Town, a jointly edited book on comparative education and the author of *The Making of Youth Identity in Contemporary South Africa: Race, Culture and Schooling*, the author of *Realising the Dream: Unlearning the Logic of Race in the South African School*, and the co-author of *Inclusion and Exclusion in South Africa and Indian Schools*. He was educated at the University of Cape Town, South Africa and holds a PhD from the State University of New York at Buffalo.



In his key note address Professor Crain Soudien, interrogated the concept of standardised testing with his opinion that testing is just not about classification and ranking students. Furthermore, he criticised the homo economicus argument that excellent test scores result in a successful economy. In his concluding remarks, he advocated educational ethics which would be capable of distilling a sense of universal capacity and critical thinking, and recognise that people come to that capacity in different ways.

Prof Elizabeth Henning

Elizabeth Henning is Professor of Educational Linguistics at the University of Johannesburg (UJ), where she is director of the Centre for Education Practice Research on the Soweto campus. For the past five years she has been leading studies of language in conceptual development of young children, focusing primarily on mathematical cognition and the development of science concepts of children in the early grades. Her work includes the local adaptation and translation of instruments to capture competence in mathematics and reading. She works with the Department of Childhood Education at UJ in one of the university's 10 Flagship Programmes. Prof Henning is founding editor of two educational research journals. *Education as Change* was launched in 1997 and was taken up in the Thomsen Reuters Social Sciences Citation Index during her second term as editor. She is current editor of the South African Journal of Childhood Education, which is accredited by the Department of Higher Education and Training. This open access journal is listed on the SciELO SA platform as well as in the International Bibliography of the Social Sciences. In 1995 she was awarded a Spencer Postdoctoral Fellowship by the National Academy of Education in the US. In 2010 she was chosen to become a Fellow of the American Educational Research Association's Fellowship Programme. Recently she was selected as a South African Research Chair (SARChI) of Integrated Studies of Learning Language, Science and Mathematics in the Primary School. Elizabeth is a B-rated researcher in the National Research Foundation's system of rating for local scholars.



In her key note address, Professor Elizabeth Henning, an educational linguist at the University of Johannesburg and director of the Centre for Education Practice Research in Soweto, presented her research findings on the language in the conceptual development of young children with specific reference to their mathematical cognitive skills. She addressed the mismatch of the curriculum and asserted that teachers should teach constructs and not operations so that children can conceptualise, make abstractions and ultimately their own mental representations.

Prof Zubeida Desai

Professor Zubeida Desai is the Dean of the Education Faculty at the University of the Western Cape, South Africa where she has worked in Language in Education, particularly at the level of pre-service and in-service teacher development since 1989. She has published widely in the fields of language in education policy and language rights in various international and local journals and edited book collections. From 2002 to 2012 she was involved in the project, Language of Instruction in Tanzania and South Africa (LOITASA), which extended the local language as a medium, isiXhosa in the Western Cape and Kiswahili in Dar es Salaam, in Mathematics and Natural Sciences. The project was a partnership between Oslo University in Norway, University of Dar es Salaam in Tanzania and University of Western Cape in South Africa and was funded by the Norwegian Universities Committee for Development, Research and Education (NUFU. The project has produced nine edited collections of which Desai was one of three editors. In 1990 she was appointed one of the coordinators in the NEPI Language group and in 1996 she was appointed to the Pan South African Language Board for five years, one of which she served as Chairperson of the Board. She has also served on numerous national and international panels and committees in an advisory capacity. Recently she has been involved in the joint initiative between the African Union and European Union to harmonise programmes in teacher education across Africa called Tuning Africa.



In her key note address, Professor Zubeida Desai, delivered a thought-provoking and inspirational account of the role educators can play in the lives of learners. She contributed much anecdotal reference and practical examples on how teachers could reignite their own flame and subsequently the flame of their learners.

4. WORLD EDUCATION RESEARCH ASSOCIATION (WERA) REPORT

My term as EASA representative on the WERA council commenced in April 2016. Council meeting was held on 13th April 2016 at the Marriott Marquis Hotel, Washington DC, Chinatown after American Education Research Association (AERA) conference. WERA President, Prof. Sari Lindblom-Ylänne, thanked the American Educational Research Association (AERA) for hosting the WERA 2016 Focal Meeting. The possibility of joining WERA as an individual member was tabled by the WERA Secretary-General, Prof. Liesel Ebersöhn.

The following important decisions were taken at the WERA focal meeting which are important for EASA members:

1. EASA members are invited to join WERA as individual members (on an individual level). For more information contact Dr Funke Omidire and Ms Carine Jonker (WERA@aera.net). Furthermore, forms can be found on WERA website (<http://www.weraonline.org/>)
2. EASA as a member associations will be involved in a drive to solicit individual membership for WERA (this will be seen at EASA annual conferences).
3. EASA members are requested to take note of a call to propose an International Research Network. Examples of current networks can be accessed from WERA website.
4. WERA website is in the process of being revamped to ensure maximum exposure. As EASA representative to WERA Dr Ruth Mampane is tasked to send relevant information to the WERA Secretariat. Therefore please contact Mampane if you have news from EASA's side which you would want to have exposure for on the WERA platform.

Doctoral and Early Career Network (DEC)

Prof Lindblom-Ylänne reported to the Council that there were several meetings and discussions of the DEC during AERA Annual meeting. Some members of the DEC are already planning for the next WERA Focal Meeting in Hong Kong. Lindblom-Ylänne stated that a new committee was set up for the DEC with Yunus Eryaman as the Senior Mentor of the Committee.

Early career academics are urged to join the WERA DEC (please go to WERA website to learn more about this). Please send information on young education researchers from EASA who would like to participate in this DEC-network to Dr Ruth Mampane as EASA Representative to WERA, or directly to the WERA Secretariat.

In conclusion, I wish to present a brief background on WERA from EXCO members (WERA officers) to organisation members of WERA, check the website for more information (<http://www.weraonline.org/>).

WERA Officers are:

The President: Sari Lindblom-Ylänne, President: sari.lindblom-ylanne@helsinki.fi

Vice-President: Ong Kim Lee, johnoklee@hotmail.com

Immediate Past President: Yin Cheong Cheng, yccheng@ied.edu.hk

President-Elect: Levine flevine@aera.net

Secretary-General: Liesel Ebersöhn, liesel.ebersohn@up.ac.za

WERA REPRESENTATIVES OF MEMBERS

- **Consejo Mexicano de Investigacion Educativa (COMIE)** Pedro Flores-Crespo, Alternate: pedrofc71@yahoo.com
- **Education Association of South Africa (EASA)** Ruth Mampane, Chair: ruth.mampane@up.ac.za
- **Educational Research Association of Singapore (ERAS)** Bee Leng Chua, Alternate: beeleng.chua@nie.edu.sg
- **European Educational Research Association (EERA)** Theo Wubbels, President: T.Wubbels@uu.nl
- **Hong Kong Educational Research Association (HKERA)** Winnie Wing Mui So, Alternate: wiso@ied.edu.hk
- **Japanese Educational Research Association (JERA)** Manabu Sato, Representative: learningsato@gmail.com ; 20120003@gakushuin.ac.jp
- **Korean Educational Research Association (KERA)** Dong-Seop Jin, President: dsjin@snu.ac.kr
- **Multidisciplinary Educational Research Association (Asociación Multidisciplinar de Investigación Educativa) (AMIE)** Rocio Garcia-Carrion, President: ocio.garcia@deusto.es
- **Peruvian Educational Research Society (Sociedad de Investigación Educativa Peruana) (SIEP)** Veronica Villaran, President: veronicavillaran@gmail.com
- **Polish Educational Research Association (PERA)** Joanna Madalinska-Michalak, President: joanna.michalak@onet.pl
- **Scottish Educational Research Association (SERA)** George Head, President: george.head@glasgow.ac.uk
- **South African Educational Research Association (SAERA)** Aslam Fataar, President: afataar@sun.ac.za
- **Spanish Pedagogical Society (Sociedad Española de Pedagogía) (SEP)** Gonzalo Jover, Vice-President: gjover@edu.ucm.es
- **Taiwan Education Research Association (TERA-Taiwan)** Hsu-Chan Kuo, Representative: kentcre8@gmail.com
- **Turkish Educational Research Association (TERA-Turkey)** Mustafa Yunus Eryaman, President: yunuseryaman@gmail.com

Compiled by Dr Motlalepule Ruth Mampane EASA WERA representative 2016-2018

5. 2016 EASA AWARDS

Prof Rajendra Chetty (Medal of Honour- Cape Peninsula University of Technology),



Prof Chetty receiving an award from EASA incoming chairperson, Prof Magano

Dr Macalane Malindi (Emerging Researcher – University of Johannesburg),



Dr Fumane Khanare (PhD Award- Nelson Mandela Metropolitan University)



[The PhD Award was received by Prof. N. de Lange on behalf of Dr Khanare]

Ms Marisa Leask (MED Award – University of Pretoria)



Dr Funke Omidire introducing Ms Marisa Leask (on her right)

6. SOUTH AFRICAN JOURNAL OF EDUCATION (SAJE) Report

For the time frame January-December 2015 manuscript submissions for review to SAJE totalled 228 (221 in 2014), of which 145 were by national scholars and 83 international scholars. Of the above submissions 119 were accepted for refereeing. In total, 63 peer-reviewed articles were published in the four 2015-issues. Of the submitted articles 80 (51 national, 29 international) are being revised for resubmission, 109 submissions (65 national, 44 international) were declined, and 22 (17 national, 5 international) are in the review process. An increase is observable.

A total of 3,397 users (622 new) are currently registered on the SAJE website. They all receive regular updates when new issues are published. An increase of 35 users from 2014 is observable. The total number of visits (articles opened) to the SAJE website are 407,681 (259,178 in 2014) with 2 183 481 (1 458 688 in 2014) hits (i.e. the index had been opened) during this report period (see Appendix B). A remarkable increase is observable.

According to the Journal Citation Report, SAJE was rated as follows for 2014:

	2014
Journal Impact Factor	0.483
5-Year Impact Factor	0.751
Total Citations	357
Rank in Category (by <i>Journal Impact Factor</i>):	159 of 224 journals, in “Education & Educational Research”
Immediacy Index	0.061
Eigenfactor™ score	0.00046
Articles published	66
Source	Originating in Journal Citation Reports®, 2015 release, a Thomson Reuters product.

Regarding pricing, article processing charges has increased with effect from 1 January 2016. The new tariffs are as follows: ZAR R4,725.00 per article for South Africans and USD \$525 for international authors (members and non-members). Regarding review of the journal, a panel of reviewers appointed by ASSAF is in the process of reviewing the education journals. Feedback will be communicated to the EASA Executive Committee upon receiving it from ASSAF.

As per the EASA constitution: “The Editor of SAJE is normally elected every five years at an Annual General Meeting or Special General Meeting. Management may extend/shortened the term due to circumstances. Editorship rotates normally between institutions after every five years. If the term of office of the editor is extended, the editorship must rotate from the institution after the end of the editor’s extended term.” The Executive Editor, Prof. Liesel Ebersöhn, indicated that she is willing to serve as Executive Editor for a second term. This decision was approved at the EASA 2015 Annual General Meeting by members.

7. 2016 Book Launch

Publishers supported EASA conference

Pearson hosted the opening cocktail function at EASA on the 17th January 2016 from the magnificent pool area of Arabella Hotel and Spa area. Three Pearson books were launched: *Including the excluded: Educating the vulnerable in the 21st Century* (edited by Magano, M. & Ramnarain, U.); *Introducing English as first additional language in the early years* (edited by Phatudi, N) and *Teaching-Learning dynamics: 5th ed* (edited by Jacobs, M., Vakalisa, NCG., & Gawe, N). It was a successful event where delegates enjoyed interacting with colleagues in a relaxed and cordial environment especially after the long travel or drive to the conference venue.



Kelly Arendse Photography

8. 2016 EASA EXECUTIVE COMMITTEE



From Left to right: Motlalepule, Ruth Mampane, Monwabisi Ralarala, Eldrie Gouws; Liesel Ebersöhn; Dipane Hlalele; Meahabo Dinah Magano; Jan Heystek and Anna-Marie Dicker.

Executive members who are not in the photo:

Raj Mestry; Eric Eberlein and Ronél Ferreira

9. Membership fee

Become a member of EASA

Individual members, educational institutions, educational associations, postgraduate students in the field of education and any other organisations engaged in or committed to education research are eligible for membership status. EASA strives to promote excellence in educational research and science by means of interactive network formation and inclusive discourse by developing education, training and community development. Current EASA members pay an annual subscription fee of R450.00. The membership fee is included in the conference registration fee.

10. 2017 EASA Conference

The 2017 EASA conference will be held in the North West Province and hosted by North West University (Potchefstroom Campus). The final date for submission of abstracts is **29 July 2016**. Please check the EASA website for important dates. Dates of the conference: **8-11 January 2017 at Khaya iBhubesi**, near Parys on the Vaal River.

11. Announcements

Congratulations to Prof Monwabisi Ralarala, an executive member of EASA committee who will from 1 July 2016 be a director of Language Centre at the University of Fort Hare. Prof. Ralarala is currently at Cape Peninsula University of Technology Department of Fundani CHED: Language Unit