

EASA
NEWSLETTER 1
JULY 2018



Delegates to the EASA 2018 Annual Conference
hosted by the University of Kwazulu-Natal
enjoying the welcoming ceremony at the Elangeni / Maharani Hotel,
Durban, 12 January 2018



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1. Message from the Chairperson – Prof Johnnie Hay

Dear EASA member

There is a saying that the months fly past quicker the older you become? Well – I am sure that this year's first eight months have flown by for all of us? What I do hope, is that you can think back on the eight months with a sense of satisfaction about what you have been doing in your work and personal environments.

It has been a busy time for EASA and the EASA Exco as well.

EASA Conference in Durban from 14-17 January 2018: I am sure those who attended will attest to the fact that it was a relaxing and enjoyable, but highly informative conference arranged by Prof Labby Ramrathan and his organising committee. The EXCO would herewith again thank the organising committee for hosting us in the space where it is always summer – a memorable occasion!

South African Journal of Education: Under the visionary leadership of Prof Ronél Ferreira, this proud product of EASA is going from strength to strength. The impact factor is climbing and more issues are published. The journal has also become a serious source of income for EASA.

Negotiations with SAERA to merge: The SAERA EXCO met with the EASA EXCO on the 12th of March to re-start negotiations about a possible merger. The EASA EXCO then requested formal correspondence about how SAERA envisions this process to unfold – with all the envisaged advantages and disadvantages. This documentation will be serving on the Annual General Meeting of EASA in Polokwane in January 2019.

EASA 2019 Conference: By this time you may have received the Last Call for Papers of EASA 2019 – to be held from 13 – 16 January 2019 at The Protea Hotel The Ranch outside Polokwane. We thank Dr Morgan Maphutha/Dr Phetla Sefara and their enthusiastic organising committee for hosting us next year – and we urge you as members to turn up in numbers in the beautiful Limpopo busveld. It is especially crucial that we attend the AGM about the SAERA request to merge.

Special Interest Groups: I am happy to report that Prof Elize du Plessis has been co-opted to the EXCO to drive our SIG process. And is she moving! Thank you Elize for the sterling work you have already done in such a short space of time – and members, let us support the work of the SIGs...

EASA finances: Prof Raj Mestry always jokes about the fact that EASA's finances are in safe hands when his culture is involved – but that the whole EXCO can attest to. EASA is in a strong financial position currently – and the finances are excellently managed by Prof Mestry.

Website – www.easa.ac.za: Dr Eric Eberlein has managed the website with distinction the past few years – and if you haven't visited it recently – please do so! It really provides an accurate picture of what EASA is doing currently. And please see who your EXCO is – by clicking on About Us – Committee. Prof Eldrie Gouws has in the meantime offered to take over the website coordinator duties – thanks Eldrie!


Call for Awards: You may know that the following people were awarded medals at the EASA 2018 Conference: Dr Eugene Machimana (Postgraduate Doctoral Award), Prof Jako Olivier (Emerging Researcher) and Prof Liesel Ebersöhn (Research Medal). Congratulations again to them on these big achievements. And you are still welcome to nominate candidates even though the call for awardees had been distributed during August.

World Education Research Association (WERA) Conference in Cape Town during early August: One of our previous chairpersons, Prof Liesel Ebersöhn is the WERA Secretary General – and has arranged the WERA Conference. This was a first for Africa, and I trust that some of you could attend. EASA is a proud member of WERA. Please go and attend with WERA colleagues from all over the world – excellent for networking.

EASA 2020 Conference: We are glad to announce that Sol Plaatje University has accepted our request to host the 2020 Conference. A loyal EASA member, namely Dr Tony Mpisi will be heading the conference arrangements. This is a proud moment for SPU and EASA – as it will be the youngest university in South Africa to ever host an EASA Conference?

All of the best for the rest of your academic year, colleagues – and please do not hesitate to contact me or any of the EXCO members in case of enquiries.

Kindest of EASA greetings!



Prof Johnnie Hay

North-West University

johnnie.hay@nwu.ac.za

2. EASA Executive Committee - 2018



PROF JOHNNIE HAY

NWU

CHAIRPERSON 2018



DR ERIC EBERLEIN

UP

INCOMING CHAIRPERSON 2019



PROF MOTHAPULE MAMPANE

UP

OUTGOING CHAIRPERSON 2018

WERA REPRESENTATIVE



PROF ANNEMARIE DICKER

UNISA

SECRETARY



PROF ELDRIE GOUWS

UNISA

MEMBER



PROF RAJ MESTRY

UJ

TREASURER



PROF ELIZE DU PLESSIS

UNISA

SIG COORDINATOR



DR MORGAN MAPUTLA

UL

2019 CONFERENCE COORDINATOR



PROF DINAH MOGANO

UNISA

MEMBER

3. Report from the 2018 Conference Organising Committee

The Durban-held conference was a resounding success on its sunny summer shores held at the Elangeni and Maharani Hotel and hosted by the School of Education of University of KwaZulu-Natal. The conference was attended by approximately 130 delegates from across South Africa and beyond. The four day conference provided spaces for cutting edge research presentations, book launches, provocative key note addresses, panel discussions and development opportunities for emerging researchers and scholars. Its theme, Charting Inventive Educational Pathways: Theoretical and applied approaches for negotiating the

current educational discourses in South Africa was forward looking with a view to providing some innovative examples, actions and intellectualisms into what we have learnt and how might education in South Africa unfold in the next decade.

Prof Jonathan Jansen, as usual, presented a very provocative keynote address on the political uses of de-colonisation which initiated robust discussions on this critical topical concept within the South African educational debates and indeed, the world over. Prof Liesel Ebersöhn, a recipient of the EASA 2018 Honours award presented another of the keynote addresses on her intervention research as social justice pathway between universities and schools. The remaining two addresses by keynote speakers were that of Prof Mary Metcalf who presented on her work in the Jika iMfundo project for school improvements and Prof Thenjiwe Meyiwa who presented on student wellness within higher education.

Of great interest was the evening panel discussion on taking education forward beyond the current discourses and debates. Esteemed scholars from across the spectrum, including a renowned scholar from the University of Mumbai, Prof Shefali Pandya, presented their views on the road ahead for education in South Africa and beyond. The panelist, facilitated by Dr Betty Govinden included Prof Lesley le Grange (University of Stellenbosch), Prof Mary Metcalfe (Department of Basic Education), Prof Ronelle Carolissen (University of Stellenbosch) and Prof Lebo Moletsane (University of KwaZulu-Natal).

It was not all hard core academic engagement across the duration of the conference. Chats Devroop and Jamy-Lee Simmons mesmerised the delegates into a dance frenzy at the book launch through their jazz rendition of classical and contemporary music. The gala evening was also a fun filled, entertaining dinner within Indian dances wooing the attendees with their scintillating dance moves.

The publishing companies, who were the major sponsors of the conference, were deliberately integrated into the conference as they are the conduits of our publications. The other funders included the School of Education of the University of KwaZulu-Natal, The National Research Foundation and The National Institute for Humanities and Social Science, who together made it possible to host a very successful education conference in the golden mile of Durban.

Prof Labby Ramrathan

Chair: Local organising committee

University of Kwazulu-Natal



Chats Devroop and Jamy-Lee Simmons



Labby Ramrathan and Lesley le Grange



Keynote address by Prof Liesel Ebersöhn



Panel session: Dr Betty Govinden (facilitator), Prof Lesley le Grange, Prof Shefali Pandya, Prof Mary Metcalfe, Prof Ronelle Carrollisen and Prof Lebo Moletsane



Keynote address by Prof Jonathan Jansen



Keynote address by Prof Thenjiwe Meyiwa (DUT)

4. EASA Awards Winners – 2018



Prof Ruth Mampane – Chair of EASA (2017)



Dr Eugene Machimana (PG Doctoral Award)



Prof Jako Olivier (Emerging Researcher)



Prof Liesel Ebersöhn (EASA Research Medal)

5. EASA Research Medal winner – Prof Liesel Ebersöhn

The effect of Liesel Ebersöhn's **research niche**, indigenous pathways to resilience in chronic high-risk school communities, is recognised internationally – particularly her generative theory, relationship-resourced resilience (Ebersöhn, 2013), describing an embedded system to counter chronic adversity (especially poverty and HIV&AIDS), by 'flocking', which she coined to depict a collectivist indigenous psychology pathway to resilience (Ebersöhn, 2012).

Acknowledgements of her contribution to and leadership in the field of educational psychology are evident in: addresses (ICOINE conference, Kyrenia Cyprus, 2013; ICRE conference Izmir, Turkey April 2014); invited contributions in high profile scientific journals (*Contemporary Educational Psychology*, 2014 impact factor 2.852; 5- year: 3.860); *Health Education Research* (2011 - impact factor: 1.615); *co-chair of the World Education Research Association (WERA) Task Force* leading the development of an international white paper on poverty and opportunity to learn worldwide; nominated by the WERA task force to present aforementioned at the celebrated American Education Research Association (AERA) annual meeting, Philadelphia, 2014; Secretary General of World Education Research Association (2014-2017); member of international panels of invited symposia in Europe (European

Association For Research On Learning And Instruction (EARLI, 2011, Exeter & EARLI, 2013, Munich), Australasia (Taiwan Education Research Association/International Conference On Education 2011, Kaohsiung, Taiwan; Australian Association For Research In Education /Asia-Pacific Education Research Association 2012, Sydney) and North America (American Psychological Society, Washington, 2014; AERA 2012, Vancouver.); as visiting scholar at institutions worldwide she has been asked to share her specialised knowledge (Visiting Fellow: Edith Cowan University, Fogarty Learning Centre; Visiting Professor: Yale University; BRITE1 Project Reference Group Member, Murdoch University); Women In Science Awardee (2012) of the South African Department of Science and Technology; and former Chair of the Education Association of South Africa.

She has successfully attracted **research funding**. She had core co-researcher roles in completed grants funded by prestigious international research bodies, namely the National Institute of Health and the Economic and Social Science Research Council (ESRC) (NIH). Regional recognition of her research influence is evident in the Nelson Mandela Children's Fund inviting her to lead a R3.5 million Sohern African Development Community (SADC) investigation into indigenous pathways of resilience care and support patterns.

She has extended her research focus by **mentoring colleagues and postgraduate students** in funded projects. To shape her research niche she has longstanding world-wide scholarship networks: Yale University (Prof. Peter Salovey – President Of Yale; Prof Brian Forsyth); North-Carolina State University (Prof. Melissa Mchale, Dr Elizabeth Nichols); Duke University (Dr Micheal Merson, Dr Kathleen Sikkema, Dr Kim Blankenship); University Of San Francisco California (Dr Shawn Ginwright); and recently with Pennsylvania State University (Dr Karen Murphy), as well as Fordham University (Dr Harold Takooshian); Edith Cowan University, Perth (Dr Deslea Konza: Director Of the Fogarty Learning Centre); Curtin University (Dr Susan Beltman); Murdoch University (Dr Caroline Mansfield); University Of Saskatchewan (Dr Toddi Steelman); Nipissing University (Dr April James).

She has **published** 69 articles in peer-reviewed journals, six books and contributed 14 chapters to scholarly books. She has **supervised** 78 postgraduate students to completion – many of whom are now young educational psychology scholars at universities. Her research focus has had a decided impact on curricula for teacher training in South Africa, with thousands of in-service distance education students learning, since 2003, to view marginalised children from a strengths-based perspective – as captured in evidence-based books she authored, co-authored or edited. Development outcomes of her long-term, participatory social research include educational psychology services to more than a thousand children in a rural secondary school since 2006, as well as sustained supportive environments in partnering schools in three South African provinces since 2003.

She is a member of the **Editorial Board** of the Review of Educational Research (the highest ranked education journal world-wide); the South African representative on the Advisory Board of the International Association of Educators, a member of the Editorial Board of the African Studies and Diaspora Series in 2017, Afro-Brazilian Studies Center of the State University of Santa Catarina, and a member of the One Health Global Think Tank for Sustainable Health & Well-Being - 2030. Liesel is the Associate Editor (and past Executive Editor) of the South African Journal of Education, the Director for the Centre for the Study of Resilience, and the

Ethics Chair of the Faculty of Education, University of Pretoria. She teaches career psychology and does clinical supervision of Med (Educational Psychology)-students, Department of Educational Psychology.

6. World Education Research Association (WERA) Report - 2018

Introduction

The World Education Research Association (WERA) is an association of national, regional, and international specialty research associations aimed at advancing education research as a scientific and scholarly field. Established on April 18, 2009 in San Diego, California. EASA is a member of WERA. The benefits of being a member association include: the opportunity to work together with other organisations to address education research issues, to building capacity and interest in education research, to advance education research policies and practices, and promote the use and application of education research around the world. WERA offers its association members the opportunity to collaborate and participate in each other's conferences. WERA hold two focal meetings per annum and all meetings are during WERA aligned conferences. In 2018, the first meeting was held during the American Education Research Association meeting on 18 April and the second meeting will be during the first ever WERA conference in Cape Town South Africa on the 7 August 2018.

Focal meeting report

Focal meeting for WERA was held in New York during the American Education Research Association (AERA) conference. The meeting took place on the 18 April 2018. Currently, the Executive Members of WERA are as follows:

1. President: Felice Levine, flevine@aera.net
2. Vice-President: Mustafa Yunus Eryaman, yunuseryaman@gmail.com
3. President-Elect: Ingrid Gogolin, gogolin@uni-hamburg.de
4. Secretary-General: Liesel Ebersöhn, liesel.ebersohn@up.ac.za

WERA council membership is composed of representatives of various Education Research Associations members. Council members are elected by their own Research Associations to represent the interest of those associations at WERA council meetings. Council Membership is not permanent and it remains the prerogative of the Association. EASA has delegated this responsibility to Prof Ruth Mampane.

WERA Council Members and research associations

The following associations and council members (elected by their respective associations to represent them at WERA meeting) were present:

1. Brazilian Black Researchers Association: Associação Brasileira de Pesquisadores Negros (ABPN): Alessandra Pio, Alternate for Paulino Cardoso: annyocoro@hotmail.com
2. Consejo Mexicano de Investigacion Educativa (COMIE): Angelica Buendios, Alternate for Teresa Bracho Gonzalez: abuendia0531@gmail.com

3. Education Association of South Africa (EASA): Ruth Mampane, Representative: ruth.mampane@up.ac.za
4. Educational Research Association of Singapore (ERAS): Chua Bee Leng, Vice-president and alternate for Kam Ming Lim: beeleng.chua@nie.edu.sg
5. European Educational Research Association (EERA): Theo Wubbels, President: T.Wubbels@uu.nl
6. German Educational Research Association (GERA): Hermann Josef Abs, Representative: h.j.abs@uni-due.de
7. Hong Kong Education Research Association (HKERA): Winnie Wing Mui So, Member of Executive Board: wiso@eduhk.hk; winniesowm@gmail.com
8. Japanese Educational Research Association (JERA): Manabu Sato, Representative: learningsato@gmail.com; 20120003@gakushuin.ac.jp
9. Multidisciplinary Education Research Association: Asociación Multidisciplinar de Investigación Educativa (AMIE) Rocio Garcia-Carrion, President: rocio.garcia@deusto.es
10. National Association of Research and Graduate Studies on Education Associação Nacional de Pesquisa e Pós-Graduação em Educação (ANPED) Geovana Mendonça Lunardi Mendes, Representative: geolunardi@gmail.com
11. Polish Education Research Association (PERA) Joanna Madalińska-Michalak, President: Joanna.michalak@onet.pl
12. Peruvian Educational Research Society Sociedad de Investigación Educativa Peruana (SIEP) Patricia Ames, Representative: pames@iep.org.pe
13. Red Chilena de Investigación en Educación Chilena Network of Researchers in Chilean Education (RIECH) Daniela Veliz, President: dvelizc@uc.cl

However, other WERA council member representatives were not able to attend the WERA meeting. The following Education Research Associations were not represented at the meeting:

1. American Educational Research Association (AERA)
2. Cyprus Education Research Association (CERA)
3. Cyprus Educational Science Association (CESA)
4. Ghana Education Research Association (GERA)
5. Korean Educational Research Association (KERA)
6. Malaysian Association for Education (MAE)
7. Netherlands Educational Research Association / Vereniging voor Onderwijs Research (VOR)
8. Pakistan Association for Research in Education (PARE)
9. Scottish Educational Research Association (SERA)
10. The Swedish Educational Research Association (SWERA)
11. Taiwan Education Research Association (TERA-Taiwan)
12. Turkish Educational Research Association (TERA-Turkey)

The first ever, WERA World Congress will be hosted in Cape Town, (Westin Grant, CTICC) South Africa on the 3-5 August 2018.

1. Member associations (including EASA), are encouraged to, if possible invest in supporting early career scholars using any of the following suggestions:

- financially assist two or three graduate students or early career scholars to attend the WERA World Congress
 - maximize attendance of Early Career scholars and graduate students (DEC)
 - introduced the idea of an internship for Early career scholars for Doctoral and Early Career scholars - a three to four week visiting opportunity financed by an organization
2. To ensure that member associations benefit from their WERA membership, they are encouraged to annually (if possible) participate in WERA conferences through Symposia. This can be done by association members who will be attending such conference. This will serve as a networking and collaborative strategies for the association and its members.

WERA Webinar (with Ingrid Gogolin) WERA President-Elect

To ensure that member associations gain from WERA membership, Prof Dr Gogolin suggested that WERA offers free worldwide webinars in English. The idea for the Webinar will be to create a space for researchers to meet virtually and engage in research related activities. The following model was suggested for the webinar:

- Introducing research topic to participants
- participants on their own to present a paper on the topic
- coming together in a virtual space to present the feedback to each other

Gogolin proposed that a WERA certificate be issued for participation and the webinar be featured on YouTube.

WERA Mentoring Fellows (a mentoring proposal with Yunus Eryaman, WERA Vice-President)

A strong motivation was put forward for each WERA association members to mentor individuals who mentor early career scholars. These mentors will be known as a: **WERA Mentoring Fellow**. An association like EASA can identify academics and researchers who have been part of the organisation for long (retired academics or not) to be mentors. Their role will include (but not limited to the following):

- provide for a period of one or two years online support to students
- agree on the process to be followed within their associations
- draft a proposal on a mentorship to send out to members
- when the process has been finalised, WERA can be informed

Active and non-active IRN and DEC

It was noted that representatives of EASA's **International Research Networks (IRN)** and **Doctoral and Early Career Network (DEC)** are not active. It is imperative for EASA to identify early career scholars urgently who can occupy this position and represent EASA's interests nationally and internationally. It was further noted that EASA can invest in supporting such scholars financially to attend at least one WERA conference so that they can represent EASA's interests internationally.

WERA 10-year anniversary

WERA council members noted that the ten year anniversary will be celebrated in 2019 during the Tokyo focal meeting. The following suggestions were raised for the celebration of the anniversary:

- a gala event during Japanese Educational Research Association (JERA) focal meeting in Tokyo in August 2019
- identify a panel to discuss WERA 10 years
- produce / publish a WERA Council Members ambassador book of 10 years
- a re-commitment ceremony to sign roll to commemorate signing in Germany 10 years ago

WERA Volume (Eds. Felice Levine, WERA President and Lori Hill, WERA Series)

WERA's edited volume series, Global Perspectives on Education Research, was published in March 2018. Possible discounted price for WERA members can be provided by the Secretary General. The next volume will include work from the Hong Kong Focal Meeting as well as the Cape Town WERA Congress and will be published in the first quarter of 2019. The final co-edited version will draw substantially from Cape Town WERA Conference papers and will be published in 2020. Hill announced a call for new series editors.

Future Meetings

The developments in preparation for the JERA Focal Meeting from 5 to 8 August 2019 in Tokyo, Japan. The Council Meeting will be held on 9 August 2019 at the University of Tokyo and the Gakushuin University. The tentative theme for the Focal Meeting is 'Future Democracy in Education: Searching for what kind of Democracy is Sustainable in the Future'. Association members are encouraged to invite WERA to their conferences and forms for invitation can be accessed through the secretariat of WERA. A call for the 2020 WERA Focal Meeting is open and interested associations can communicate their intention by writing to the secretariat.

7. Report from Special Interest Groups - 2018

At the EASA 2018 Conference, many of the groups didn't meet, except for Self-directed Learning. Prof Elize du Plessis has sent numerous e-mails to chairpersons and secretaries during February 2018 and May 2018 to establish the status of current groups, to ask for feedback and to motivate groups to arrange activities. With the assistance of Prof Anne-Mari Dicker, she also sent an e-mail to all EASA members. Prof du Plessis recruited four new members. Groups and names of members are available on EASA's web page. It is a challenge to keep the SIG's active, due to distance, work pressure and member's commitments in similar groups.

Special interest groups are:

1. Education Management, Leadership, Law, Policy Studies, Comparative and International Education

Chairperson

Vacant

Secretary

Dr Eric Eberlein
University of Pretoria
eric.eberlein@up.ac.za

2. Human Development in Education: Educational Psychology, Early Childhood Education, Movement Education and Inclusive Education

Chairperson

Dr Lorna Dreyer
University of Stellenbosch
lornadreyer@sun.ac.za

Secretary

Ms. Andri Schoonen
North-West University
andri.schoonen@nwu.ac.za

The following feedback has been received from this interest group:

- Some of us are busy with a book project led by Prof Magano as was decided at the conference in January. Due date for chapters is end of this month (May). Sadly, there is little to no other activity reported to me.
- Unfortunately, I have not had the time to recruit new members to date.
- To date e-mail has been the most convenient way of communication
- I hope to get some feedback on activities that can be loaded onto the website.

I really hope to provide more news and activity the next time round. Everybody seem to be very busy with their own academic responsibilities.

Kind Regards

Dr. Lorna Dreyer (SIG Chair)

3. Curriculum Studies, Philosophy and Sociology of Education and Research Methodology

Chairperson

Mrs Shannon Doolings
UMALUSI
shannon.doolings@umalusi.org.za

Secretary

Prof Elize du Plessis
UNISA
Dplesec@unisa.ac.za

The following feedback has already been received from this interest group:

- all the members are not active in our SIG (we need to try and find out why their interest waivered) after numerous attempts to try and organise something it didn't happen.
- our group is currently inactive.

- if we are sent a database of EASA members, we could make contact to recruit members (I think you indicated we have a new member).
- my suggestion for the way forward is first to regroup and then let the members decide how best to move forward. I don't think it will be far for you and I to do this. We have both tried in the past.
- we can attempt to email members again to establish whether they would be interested in contributing a short article towards a newsletter or send pictures around anything to do with curriculum or research.
- I will support a workshop for chairpersons. My only suggestion would be the sooner, the better because half the year is already on us.

Thanks and Regards

Mrs Shannon Doolings (SIG Chair)

4. Social Sciences in Education: Languages, History, EMS and Creative/Performing Arts

Chairperson

Prof Monwabisi Ralarala
University of Fort Hare
MRalarala@ufh.ac.za

5. Science, Mathematics and Technology Education

Chairperson

Prof Anne-Mari Dicker
UNISA
Dickeam@unisa.ac.za

Secretary

Prof Zingiswa Jojo
UNISA
jojozmm@unisa.ac.za

A new secretary was elected. The goal is to start a mailing list with other EASA members who are interested in joining the Science, Mathematics and Technology SIG. We would like to send any applicable short articles, full-length articles, and platforms for members to write to, upcoming events or workshops or any other relevant news to members to increase interest about Science subjects.

Science, Mathematics and Technology SIG "Campaigns"

The group also highlighted that the SIG would like some of our focuses to be on "young generation researchers" and to also attract and network with as many teachers and pre-service teachers to join EASA.

Thank you.

Prof Anne-Mari Dicker (SIG Chair)

6. SELF-DIRECTED LEARNING

Chairperson	Secretary
Prof Elsa Mentz North-West University Elsa.Mentz@nwu.ac.za	Dr Roxanne Bailey NWU Roxanne.Bailey@nwu.ac.za

The following feedback has been received from this interest group:

Minutes of the meeting: **16 January 2018, Elangeni, Durban**

1. Prof Elsa Mentz opens meeting and thanks all who are present
2. Three videos of esteemed SDL researchers are shown. The researchers are: Professors Karl Wirth, Lucy Guglielmino and Sharan Merriam.
3. Prof Mentz follows videos with short presentation on what SDL entails and what the most prominent definitions of SDL include.
4. Prof Mentz welcomes Prof Jako Olivier as the first keynote speaker in the SDL-SIG.
5. Prof Olivier presents a paper on *Open Educational Resources and Multimodal Self-directed Learning*. Prof Olivier asks whether SIG Members would be willing to contribute to OERs and if they are interested in keeping abreast new ventures, to sign up at <http://www.nomsa.org>
6. Prof Mentz thanks Prof Olivier.
7. Prof Mentz opens floor to nominations and volunteers for SDL-SIG Chair position – she herself is nominated by Prof Olivier and it is unanimously seconded by group. Prof Mentz opens floor to nominations and volunteer for SDL-SIG Secretary – Prof Charlene duToit-Brits nominates Dr Roxanne Bailey and this is seconded by other SDL-SIG members.
8. Prof Mentz draws meeting to a close by asking everyone to briefly introduce themselves and note their fields of interest. During this introduction, a request from Prof Ayub Sheik is presented to have members who are interested work on collaborating and writing an NRF Project proposal. This request is supported and Prof Mentz undertakes to extend the invitation to all members of the SDL-SIG.
9. All present are thanked and meeting is closed.

Further from this group:

Currently we have a number of members who enlisted in the SIG during this year's EASA conference and we are very excited about this. Please find attached the list of members. Regarding our plans for the year, we are keeping an eye out for possible projects, and although things are a little slow at the moment (from the SIG's side) we believe it will grow when we have our next SIG meeting in 2019.

Although we do not plan on meeting throughout the year, we intend on sending out a newsletter with members' research findings and endeavours highlighted. This newsletter will be distributed to the whole group as well as to the EASA SIG committee member.

Our final thoughts are that we intend on having the best submitted paper (submitted to EASA 2019) presented as a keynote at our SIG meeting in 2019.

Thank you again for this opportunity.

Kind regards
Prof Elsa (SIG Chair)
Dr Roxanne (SIG Secretary)

8. EASA Finances and Membership Report - 2018

The Association has received an unqualified report from the external auditors and the Association is financially sound.

We encourage members who have not attended the Annual EASA Education Conference in Durban this year to please pay their membership fees (of R450) electronically as follows:

ABSA Bank

Branch: Campus Square, Johannesburg

Account number: 0010722047

Cheque Account.

Please forward your proof of payment to Anne-Mari Dicker: dickeam@unisa.ac.za

9. EASA 2019 Conference News

The annual conference set for 13 to 16 January 2019 brings the association to a gateway to other African countries, the city of Polokwane in Limpopo Province. This will be a golden opportunity to a breakaway time in the north from hectic life in most metropolitan areas.



The School of Education at the University of Limpopo is to host the January 2019 annual conference. This conference promises to offer invigorating presentations, cutting edge conversations and deep engagements in educational issues across the globe. The theme of the conference is: "The paradoxes of educational transformation in South Africa: Discourses and trends". Exiting to this forthcoming conference is that acceptance of abstracts will have an immediate turnaround time. Call for papers has been sent together with details about the conference, venues, and accommodation opportunities. Information about key note speakers will be sent out shortly. Watch EASA website for more details of the conference as further planning progresses.

EASA January 2019 Outgoing Conference Organising Chair: Mokwi Morgan Maphutha (With effect from 31 August 2018), Email address: mokwi.maphutha@ul.ac.za

EASA January 2019 Incoming Conference Organising Chair: Phetla Jacob Sefara (With effect from 01 September 2018), Email address: jacob.sefara@ul.ac.za

THEME: The paradoxes of educational transformation in South Africa: Discourses and trends

Background information

Down the years education has always been in a state of flux. What are regarded as new innovations soon become obsolete and need to be changed. Our era is not an exception to this challenge. Recent debates on the transformation of curriculum evince this axiom. Since the movement #FeesMustFall, the calls for the decolonisation of the curriculum have become more vigorous. Intellectuals and academics can no longer ignore these calls. So far different formations have engaged in the nature and the scope of what transformation means.

However, this discourse has been characterised by contradictions, absurdities and contestations. No doubt, these winds of change are not unique to the South African context, but to the broader Global South as well. To unpack what actually a decolonised curriculum, among others look like, there is a need for a careful reconnaissance on the issues and trends that characterise this discourse. For a long time academics and intellectuals have occupied the back seat when issues pertaining to their terrain are discussed.

It is for this reason that the School of Education at the University of Limpopo is to host the Education Association of South Africa (EASA) annual conference, scheduled for 13-16 January 2019. Limpopo Province, a gateway to other African countries, has been chosen because of its ubiquitous-ness in natural and wildlife including the Kruger National Park in the east and, Mapungubwe in the north. This is a golden opportunity for a breakaway time from hectic life that constitute most metropolitan universities.

CALL FOR PAPERS

Oral paper presentations, symposiums, workshops, round table discussions and poster presentations are the formats of presentation at the EASA 2019 Conference. Presentations within the following themes are invited for presentation at the conference:

Sub-themes:

1. Decolonisation
2. Adult and Community Education and Training
3. Higher Education
4. Teacher Education
5. TVET Education
6. Basic Education
7. Inclusive Education
8. Educational Management
9. Curriculum Development
10. Educational Technology
11. Teaching, Learning and Assessment
12. Educational Research
13. Education for Social Justice
14. Education Multilingual Setting
15. Education and the New Media
16. Language education

10. South African Journal of Education Report - 2018



Executive Editor of the SAJE – Prof Ronél Ferreira

Based on the current standing of SAJE, submissions have shown a steady increase over recent years. For the period January to June 2018, manuscript submissions totalled 177, of which 91 were by national scholars and 86 by international authors. Of these submissions, 61 were sent out for review, following an initial screening process by the editorial committee. Thirteen articles were published in each of the February (Volume 38:1) and May 2018 issues (Volume 38:2). Another 13 articles have been accepted for publication in the August 2018 issue (Volume 38:3), which will be available online at the end of August.

Current priority areas for the editorial committee of SAJE include further increase of the impact and contribution of the articles that are published, an increase in international submissions as well as a strong international standing. Executive editor Prof Ronél Ferreira is assisted by administrative editor Ms Estelle Botha, associate editor Prof Liesel Ebersöhn and an editorial committee consisting of Prof Kobus Maree (University of Pretoria), Prof Naydene de Lange (Nelson Mandela University) and Prof Vanessa Scherman (University of South Africa). Ms Genevieve Wood serves as language editor.

In order to address the goals that have been set for the journal, the decision was made to publish two special issues from 2018 onwards, in addition to four annual issues. The titles of the two special issues for 2018 are:

- *The nature and extent of bullying in a developing country context*, with guest editors Profs Vanessa Scherman (University of South Africa) and Rachel Annunziato (Fordham University).
- *'Decolonising' education transformation*, with guest editors Prof André Keet, Dr Marisa Botha and Dr Avivit Cherrington from Nelson Mandela University.

Submissions for the April 2019 special issue on *Building a conducive environment in underachieving schools: A critical pedagogy* is currently open. This issue will be guest edited by Prof MW Lumadi (University of South Africa). Please refer to the call included below for more information. The call for the second 2019 issue will be available online (<http://www.sajournalofeducation.co.za>) by the end of August 2018.

Call for Papers: Special Issue

Building a conducive environment in underachieving schools: A critical pedagogy

South African Journal of Education

Volume 39, Supplement 1, April 2019

Guest Editor: MW Lumadi

It is imperative to note that critical pedagogy goes beyond situating the learning experience within the experience of the learner: it is a process which takes the experiences of both the learner and the teacher and, through dialogue and negotiation, recognises them both as problematic [...] [It] allows, indeed encourages,

students and teachers together to confront the real problems of their existence and relationships [...] When students confront the real problems of their existence they will soon also be faced with their own oppression (Grundy, 1987:105).

In examining the years of building a conducive environment, researchers must take into account the meaning of building a conducive environment; second, sketch the historical baggage of ideas and practices brought by earlier generations; third, examine factors that contribute to reform such as society, learners, learning content and technology; and finally, review key events and players that shaped curriculum reform. Advocates, however, propound that empirical study is the only sure route to truth, and that the failures of many past curricula has been caused by a lack of documented evidence to support them. Experientialists' strengths reside in their recognition that much important learning is to be taken from life itself. A fundamental asset lies in the recognition that it is valuable to start with learners' actual concerns. In principle, this brings with it a higher chance of engagement in learning. However, critics have suggested that it is impossible, impractical, and too costly to think about building a curriculum for each learner.

Contributions will, for example, explore and debate the issues at hand; focusing on the main challenges for curriculum development. It is strongly believed that the special issue of SAJE will provide an invaluable opportunity to sustain the academic discourse on new initiatives in teaching and learning by investigating first in what societies know and have, which can improve understanding of local conditions and provide a productive context for activities designed to help the school communities. Preference will be given to research articles that make a significant contribution to the scholarly understanding of opportunity to sustain the academic discourse on curriculum reform in disadvantaged communities. The following related issues are only a sample of what can be addressed through this special issue:

- empowering strategies to increase learner performance;
- a turnaround strategy in dysfunctional institutions;
- curriculum praxis as a process model;
- curriculum reform in underachieving schools; and
- national curriculum policies focusing on best practices in schooling.

References:

Grundy S 1987. *Curriculum: Product or praxis?* Lewes, England: Falmer Press

Completed manuscripts should be e-mailed for review to: estelle.botha@up.ac.za.