

2021

EASA NEWSLETTER (1)



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1. Introducing the 2021 EASA Executive



Dr Tony Mpsi
Chairperson



Prof Johnnie Hay
Secretary



Prof Mothapule Mampane
WERA representative



Prof Raj Mestry
Treasurer



Prof Anne-Mari Dicker
Additional Member



Prof Eldrie Gouws
Additional Member



Prof Elize du Plessis
SIGs and Website Coordinator



Prof Ronel Ferreira
SAJE Executive Editor



Dr Fumane Khanare
Additional Member



Prof. Funke Omidire
International Collaboration and Postgraduate Student
Involvement



Dr Candice Livingston
Chairperson of the 2022 EASA Organising Committee

2. From the Chairperson's desk

Last year was indeed very challenging, with demands made on our lives on all fronts and in all sorts of ways. The pandemic has now reached a stage where we are not only aware of it from media reports and statistics, but it now bears the names and faces of friends and family. We at EASA would therefore like to extend our heartfelt condolences to all those who have lost loved ones during this time. The unsafe circumstances have also resulted in the annual 2021 EASA conference being cancelled. We should, however, remain hopeful and continue to adhere to all the health and safety protocols on campuses, at workplaces, and in our daily lives.

These strange and unusual circumstances have succeeded in moving many out of their comfort zones, encouraging them to re-imagine education in unprecedented ways. It has been no different for EASA. In spite of not having the annual 2021 conference, we have managed to award medals to recipients in the various categories and would like to congratulate the successful nominees.

The EASA website has been upgraded under leadership of Prof Elize du Plessis. We hope that the improvement of this platform will continue to showcase the work done by EASA members and the contributions made to Education research in South Africa.

As far as the financial position of EASA is concerned, we are proud to report that we are in the black. In light of the current pandemic, a special concession was made for EASA members not to pay membership fees for 2021. We would like to thank Prof Raj Mestry as treasurer, for the competent way in which he manages the finances of the association.

By the same token, the South African Journal of Education has continued to maintain its high standing as leading journal in Education research in Africa. The journal is internationally accredited and progressively attracts submissions by international authors. Consequently, the number of general issues was increased in 2020. Based on its positive standing and success, SAJE makes a significant contribution to the financial position of EASA. Thanks to Prof Ronel Ferreira and her team for the tireless work.

In an attempt to support EASA early career academics and postgraduate students, EASA is planning to host a webinar series on various topics, under the leadership of Prof Funke Omidire.

Sadly, Prof Nyna Amin has requested to be relieved from her duties as outgoing chairperson, as she is currently managing some health challenges. We would like to thank her for her dedication and for the sterling work she has rendered, despite being occasionally incapacitated by poor health. Her fresh and critical approach proved invaluable to the association. We wish her well, a speedy recovery, and know that she will continue to make a contribution to Education as a member of the association.

Something to indeed look forward to is the EASA 2022 annual conference that will be hosted by Cape Peninsula University of Technology (CPUT) and Two Oceans Graduate Institute (TOGI). The conference will be held at the internationally renowned Spier Wine farm in Stellenbosch. We would like to thank Dr Candice Livingston from CPUT, the conference chairperson, for agreeing to host the conference. She will be supported by her team, as well as Narina Basson and Marian Louw from Event Behella, as conference coordinators. As always we are looking forward to interesting presentations and robust deliberations.

EASA EXCO Chairperson
Tony Mpisi

3.

Message from the secretary



Prof. Johnnie Hay
Secretary (NWU)

Just very briefly, we are delighted to welcome the following new members who joined since middle 2020:

- Ms Ruzy Hattingh - UP Phd Student from Polokwane
- Dr Peter JO Aloka from WITS University
- E. Nel from Educato in Pretoria
- Dr E.J. Ncube from Centurion
- Dr Isabel Tarling from Two Oceans Graduate Institute, Cape Town
- Tebogo Ngubane, postgraduate student from UNISA

We trust that your stay would be a long and happy one.

Members are reminded to please not hesitate to contact me in relation to any administrative issues at Johnnie.Hay@nwu.ac.za

Kindest of EASA regards!

Johnnie Hay

4. Award: EASA Postgraduate Medal (Master's Degree)

This year, the Master's award is shared by Ms Erika Potgieter and Mr T.K. Sebotsa.



Ms Potgieter completed her MEd degree at NWU, and delivered an excellent dissertation. The title of her study is *Pedagogies of play to develop intermediate phase mathematics teachers' metacognitive awareness*. She graduated *cum laude* in May 2020. A mark of 83% was allocated by her examiners. This was the highest mark allocated to a master's dissertation in the Faculty of Education at NWU in 2020. She seems to be a natural academic with a great deal of intellectual curiosity and commitment.

Ms Erika Potgieter

Additionally, Ms Potgieter contributed to the body of knowledge regarding the use of puppetry in the intermediate phase (and not only in the foundation phase) in mathematics, with her Master's study, and her engagement in the project, "Teachers without borders", and Indigenous Knowledge projects (FUCHS FOUNDATION- and NRF-funded). Another important aspect she elaborated on, is the access and understanding learners have when learning through play and puppetry. Puppets give both teachers and learners a voice without them having to speak directly – it is the puppet, and not the learner or teachers, who has difficulty doing mathematics.

She published a number of articles in accredited journals and has also contributed book chapters in both national and international books.



Mr Sebotsa obtained his MEd degree in Science Education *cum laude*, with a final mark of 76%. The title of his dissertation was *Natural Sciences teachers' lived experiences of contextualised interventions and its affordances for professional development*. Prof. Lesley Le Grange, one of the examiners, commented on the dissertation as follows; "The thesis provides evidence of much epistemological labour on the part of the candidate and the candidate is congratulated on a mammoth task performed that in my view is beyond the scope of a Master's study by full-thesis." Dr Angela James, the other examiner, **Mr**

Tswakae Sebotsa

commented as follows; "It is my assessment that the candidate has done extensive work, demonstrated his high competence to work independently, and produced a dissertation of excellent quality. This dissertation provides an in-depth account of the Natural Sciences teachers' professional development during an intervention." Despite being a Junior Lecturer at the NWU, Mr Sebotsa has already published extensively in accredited journals.

5. Award: EASA Postgraduate Medal (Doctoral Degree)



Dr Sameera Ayob

Dr Sameera Ayob submitted her doctoral thesis, entitled *The utilisation of translanguaging for learning and teaching in multilingual primary classrooms*, in April 2020 under the supervision of Prof. Funke Omidire (University of Pretoria), and her thesis was moderated by three external examiners. She obtained her degree in October 2020 and received academic honorary colours. The degree was conferred by the Department of Educational Psychology under the Faculty of Education at the University of Pretoria. She has been a member of the Golden Key International Honour Society for her academic achievement since her Master's dissertation in 2016.

The purpose of Dr Ayob's doctoral study was to explore the use of translanguaging as a support strategy within multilingual classrooms, with the aim of facilitating learning and teaching and developing both first language (L1) and the English language within the framework of additive multilingualism. This study also sought to gain a comprehensive understanding of how teachers manage translanguaging in their classrooms and how learners in multilingual classrooms learn by using L1 to facilitate the learning and teaching process. This could explain up to date practices in the development of language skills and contribute to potential practices in multilingual classrooms.

From a qualitative mode of enquiry, influenced by the interpretive philosophy and a conceptual framework grounded in the socio-cultural theory and asset-based approach, translanguaging practices were introduced in two schools to understand how it affects learning and teaching practices in multilingual classrooms. Participants included the English teachers and Grade 5 and 6 learners using their first languages alongside English. Data was collected through classroom observations, semi-structured interviews, worksheets and storyboards. Thematic data analysis was applied to the gathered data. The study established that the inclusion of first languages mediates the process of learning and teaching and provided guided support to accommodate academic development in multilingual classrooms.

The examiners found that Sameera's Doctoral study has important implications on perceptions towards African languages. Her findings furthermore, have the potential to stimulate investments in learners' multiple linguistic identities and demonstrate how multilingualism can be embraced as the norm in education settings. The examiners appreciated how she in her role as an educational psychologist managed to contribute to creation of a favourable learning and teaching environment in the classroom which includes understanding all learners, their classroom environments, instructional strategies, methods employed, and the approaches and tools required to meet the needs of learners in attaining better academic achievements.

In addition, the examiners found that a genuine case was made on the importance and timeliness of adoption of this innovative support pedagogical strategy to meet the needs of learners in diverse and multilingual classrooms. The examiners were of the view that the study demonstrated potential for innovation and creativity in educational inquiry and is likely to be informative in South African contexts in not only making classrooms more inclusive and equitable to learners but also in improving learning outcomes where the home languages of every child becomes a part of the pedagogical process. They

appreciated that Dr Ayob's study made a significant case for L1 being an asset and in particular, translanguaging as an indispensable but often overlooked learning resource.

This study was commended for its authenticity, which was captured through the use of storyboards where the learners tell authentic stories from their lived experiences. They felt that this qualitative enquiry powerfully highlighted the urgent need for L1 to be included as a medium of teaching and learning to cater for a multilingual population and to enhance a sense of belongingness. It also painted a clearer picture of the positive experiences the learners had in their classrooms: enhanced participation, enjoyment and delight; a further testament of the positive nature associated with translanguaging being used in classrooms to reflect positive emotions. Moreover, they applauded that the reader gets a better understanding of classroom relationships and climate, shared identity cultivated therein, as teachers steer learners towards a path where learning is effective and valuable. The examiners believed that her research inspires alternative pathways and can have a worldwide impact in the educational field for further research on multilingualism to ensure education systems meet the needs of all learners and continue to contribute meaningfully to sustainable national and international development.

She is currently working as an Educational Psychologist in practice, and as a part-time lecturer. She works extensively with learners with barriers to learning and focuses on the holistic support of such learners.

6.

Award: EASA Research Medal



The 2021 research medal is awarded to Prof. C.P. (Christo) van der Westhuizen. Prof van der Westhuizen has, over the past 10 years, illustrated outstanding contributions and achievements in the field of educational research (specifically within the fields of blended learning and Geography Education), both on a national and international level. In a short time-span, he has exceeded norms set in terms of a research profile.

Prof. Christo van der Westhuizen

After obtaining his PhD in 2007, Prof. van der Westhuizen's research profile has expanded greatly. He has been tasked by the Faculty of Education to conduct scholarly visits to esteemed international scholars in the fields of Geography Education and Blended Learning (ICT education). These visits included a post-doctoral fellowship in 2010 at Texas A&M (focused on developing research in Geography Education), a visit to Prof. Aaron Doering at the University of Minnesota in 2012 (focusing on Teaching and learning technology in blended learning environments), a visit to Prof. Robert Bednarz at Texas A&M in 2013 (focused on Geo-spatial thinking abilities and skills research), as well as a visit with the UNESCO Chair for Personalised and Adaptive Distance Education – Prof. Per Bergamin – from the Swiss University of Applied Sciences in 2016 (focused on establishing joint research partnership in terms of blended learning, specifically using eye-tracking and adaptive systems and self-directed learning research). All these visits have paved the way for the international standing of his research. This is especially evident in the number of projects (four) that Prof. van der Westhuizen is involved with in collaboration with the UNESCO Chair (Prof. Bergamin). He has also completed three NWU-funded projects, and received two more SoTL-projects of the NWU in 2020 to be finalized in 2022. His exposure to international standards has also contributed to Prof. van der Westhuizen's research publication trajectory.

During the past 10 years, Prof. van der Westhuizen published five national peer reviewed articles, 10 international peer reviewed articles and nine chapters in books (accumulating to a total of 24 publications, excluding the more than 10 conference papers and invited addresses delivered). He has also compiled the *Guidelines for lecturers for embedding Diversity, Transformative curriculum making and Blended Learning into a Self-directed Learning environment* report. With these publications on hand, Prof. van der Westhuizen currently has an h-index of six on Google Scholar (<https://scholar.google.co.za/citations?user=YrNOvhEAAAAJ&hl=en>).

While building his own research publication trajectory, Prof. van der Westhuizen is also successfully supervising several postgraduate students. He has supervised at least 16 BEd honours students towards successfully completing their mini-dissertations (all in ICT in Geography Education). Furthermore, Prof. van der Westhuizen boasts the supervision of two Master's and two doctoral students (graduating in the past 10 years). He is also currently supervising five Master's students and four Doctoral students. In the majority of these studies, Prof. van der Westhuizen acts as main supervisor/promoter. Prof. van der Westhuizen has also been granted supervision of a post-doctoral student (Dr M. Kapute) from 2018-2020. Through his mentorship he and Dr Kapute have co-authored more than three research outputs already, with three more having been submitted. Prof. van der Westhuizen not only shows leadership in supervision and research mentorship, but also in reviewing and editorship of academic journals.

Apart from reviewing more than 15 articles for several academic journals (including the Journal of Education Sciences and the Journal of Geography), Prof. van der Westhuizen has also acted as editor of the Journal of Geography in Higher Education from 2015 to the present. He has been an active member of several education associations, including EASA, the Society of South African Geographers, the SAOU, and SACE. He has also been recognised for leadership in several internal committees of the North-West University, including (to name only a few) Campus Senate (appointed by nomination), EMHS-REC (research ethics committee for high-risk studies from 2016-2019), Blended Learning subarea leader, Research Unit Self-Directed Learning Executive committee member, as well as the Research Unit Self-Directed Learning Scientific Committee member.

As a leader in the field of blended learning research, Prof. van der Westhuizen has also been tasked to pioneer the ICT champions initiative at the Faculty of Education – here he leads approximately 60 staff members in obtaining knowledge and skills in new developments in blended learning and ICT research with a specific focus on teaching and learning. Several of these staff members also form part of research projects led by Prof. van der Westhuizen.

Since 2014, he has been involved in 11 research projects. These projects have ranged in funding (some funded and others not). Prof. van der Westhuizen has, however, illustrated leadership in funded research projects, which included four national projects (funding of approximately R250000), all focused on Geography Education and blended learning (i.e. *The use of e-Tablets for effective reflection and feedback for Practical Teaching (WIL) and critique lessons in Geography*, and *Cooperative learning in a Socratic adaptive system to enhance Self-Directed Learning (CLASes)*, to name a few).

Prof. van der Westhuizen has proven to be a nationally and internationally recognised scholar in the fields of blended learning and Geography Education research, and will continue this momentum and leadership in years to come.

7. Website and Special Interest Groups (SIG)



**Prof. Elize Du Plessis (UNISA)
SIG and Website Coordinator**

The EASA website has been a priority for the past few years, and is currently under the leadership of Prof Elize du Plessis. She negotiated with a new service provider to save costs and to host the South African Journal of Education and EASA under one umbrella. A domain transfer took place in August 2020 and the new EASA web page, <http://www.easa.ac.za/>, is now administered by Reedflute Software Solutions. Information on the web page includes, inter alia, the following; About EASA (committee, constitution, etc.), Membership, Conferences, Newsletters, SAJE, WERA, Special Interest Groups, and job opportunities. Members are encouraged to visit the web page and they can also pay membership fees according to the information on the web page. We furthermore invite all members to send ideas and information that may add value to the website, as this provides a platform for EASA to showcase the work done by its members and the contributions made to Education research in South Africa.

Special Interest Groups were quiet during 2020 and we encourage all EASA members to more actively engage in the Special Interest Groups, as these provide excellent platforms for networking and collaboration.

Elize
SIG and Website Coordinator



Prof. Mothapule Mampane (UP)
WERA Representative

WERA is an association of major national, regional, and international specialty research associations dedicated to advancing education research as a scientific and scholarly field, and EASA is a WERA member. In Southern Africa, and as it stands currently, in Africa, only one education association (EASA) has collaboration and representation in WERA. Education Associations are encouraged to join WERA so that their interests can be represented both nationally and globally. Currently, WERA has approximately 22 council member association representatives. If you want to know more about WERA you can access information from their website (<http://www.weraonline.org/>). Currently, WERA is busy with the nominations of a new Secretary-General. The new position will be occupied from July 2022.

WERA Officers are:

- Mustafa Yunus Eryaman, President: yunuseryaman@gmail.com
- Ingrid Gogolin, Immediate Past President: gogolin@uni-hamburg.de
- Bee Leng Chua, President-Elect: beeleng.chua@nie.edu.sg
- Joanna Madalińska-Michalak, Vice-President: Joanna.michalak@onet.pl
- Felice Levine, Appointed Liaison: flevine@aera.net
- Liesel Ebersöhn, Secretary-General: liesel.ebersohn@up.ac.za

Feedback on WERA focal meeting Report

The second and last WERA Council meeting (virtual) took place on 8 September 2020. The planned July 2021 WERA and Sociedad Espanola de Pedagogia (SEP) Conference, at Santiago De Compestela, Spain, will take place virtually as follows:

- WERA 2021 VIRTUAL FOCAL MEETING DETAILS
- Date: 7, 8 and 9 July 2021
- WERA Virtual Workshops Date: 6 July 2021
- For further information, please visit the conference website: www.wera-compostela.com

For future planning of conferences, member Associations, including EASA, are advised to use the opportunity to request WERA Keynotes and Symposia during their annual conferences. This opportunity is open and available to all member associations. Associations can send an email (WERA@aera.net) or visit the WERA website (<http://www.weraonline.org/>).

The WERA website is continuously revamped to ensure maximum exposure. Individual members and member associations are requested to contact the secretariat (WERA@aera.net) with any questions or suggestions regarding WERA. Similarly, EASA members can utilise the opportunity of international exposure by sending information regarding important events related to EASA. Importantly, members

of EASA are encourage to send information to WERA secretariat (Prof. Ebersöhn: WERA@aera.net) or to the EASA-WERA representative (ruth.mampane@up.ac.za) regarding all journals (journals used by member associations) for exposure and opportunity for members to have access to multiple platforms for dissemination. The list of journals requested by WERA is not a list of WERA approved journals, but serves to provide a synthesis of journals used by member associations and it provides an opportunity for members to look at regional platforms for dissemination.

Mothapule

WERA Representative



Prof. Raj Mestry (NWU)
Treasurer

I am happy to report that the financial position of EASA is sound. This is reflected in the audited Financial Statements presented to and approved by the Executive Committee.

The Executive Committee resolved that members who paid their membership fees for the academic year 2020 will be exempted from paying their membership fees for the 2021 academic year. It will be highly appreciated that all members who have not paid the 2020 fees, pay R450 at their earliest convenience. Postgraduate student members are charged R100.

Please use EFT facilities to deposit the fees as follows:

Banking details:

ABSA

Cheque account

Account number 001072 2047

Name of account: EASA/OVSA or Opvoedkunde Vereniging van Suid Afrika

Universal branch code: 632 005

PLEASE USE YOUR FULL NAME AS REFERENCE and SUBMIT PROOF OF PAYMENT to Prof. Johnnie Hay at Johnnie.Hay@nwu.ac.za.

The AUDITED STATEMENT OF RECEIPTS and PAYMENTS for the period 1 JANUARY 2020 to 31 December 2020 is attached. Any person who wishes to discuss the full financial statements must contact the treasurer, Raj Mestry, by appointment at rajm@uj.ac.za.

Thanks.

Raj

EDUCATION ASSOCIATION OF SOUTH AFRICA

STATEMENT OF RECEIPTS AND PAYMENTS - 1 JANUARY 2020 to 31 DECEMBER 2020

	R		R	
RECEIPTS				
Bank balance – 1 January 2020			466 167	22
<i>Add Income</i>			741 405	73
Interest	40 169	26		
Dalro/Sabinet	138 560	18		
Page fees	513 876	29		
Membership fees	<u>48 800</u>	<u>00</u>		
Total income			1 207 572	95
Less PAYMENTS			817 514	78
Bank charges	8 478	15		
Webpage costs	12 171	10		
Honorarium: Estelle Botha	84 100	00		
Honorarium: Ronel Ferreira	57 794	00		
Honorarium: Johnnie Hay	27 954	00		
Honorarium: Raj Mestry	45 349	00		
Gifts and tributes	2 846	13		
Software program: Estelle Botha	1 509	00		
Medals	2 127	50		
SAJE Administrative cost	30 000	00		
Publication cost	313 720	29		
CrossRef annual Fees	6 273	22		
Auditors fees	4 501	10		
WERA membership fees	11 618	75		
Transfer to fixed deposit	209 072	54		
Bank Balance as at 31 December 2020			390,058	17

SOUTH AFRICAN JOURNAL OF EDUCATION

STATEMENT OF RECEIPTS AND PAYMENTS - 1 JANUARY 2020 to 31 DECEMBER 2020

	R		R	
RECEIPTS			674 811	47
Dalro/Sabinet	138 560	18		
Page fees (note 1)	<u>536 251</u>	<u>29</u>		
Less PAYMENTS			585 128	23
Bank charges (70% of total bank charges)	5 934	70		
Web costs (50% of total web costs)	851	97		
Publication cost (note 2)	400 174	34		
Honorarium: Estelle Botha	84 100	00		
Honorarium: Ronel Ferreira	57 794	00		
CrossRef membership fees	6 273	22		
SAJE Administrative cost	<u>30 000</u>	<u>00</u>		
Surplus			89 683	24

ADDITIONAL NOTES

1. PAGE FEES

Received	R513 876, 29
Add outstanding page fees	<u>R41 250, 00</u>
	R555 126. 29
Less page fees paid in advance	<u>R 18 875,00</u>
	<u>R536 251. 29</u>

2. PUBLICATION COST

Cost of publication	R313 720.29
Add estimated cost of publications outstanding	<u>R 86 454. 05</u>
	<u>R400 174.34</u>

3. To date we have not received the membership fees outstanding for 2019 collected by University of Limpopo for R41 400 on behalf of EASA

4. ACCRUED INTEREST ON FIXED DEOSIT

ABSA BANK	R 2 791.81
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5. INVESTMENTS

5.1 Fixed Deposit	R600 000.00
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5.2 Money Market	R100 658.32
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10.

South African Journal of Education (SAJE)



Prof Ronel Ferreira
SAJE Executive Editor

The South African Journal of Education (SAJE) has maintained its high standing over the last year. According to the *Journal Citation Reports: Social Sciences Edition* (Clarivate Analytics, 2020), SAJE's impact factor was 0.783 for 2019, with a 5-year impact factor of 1.076. A total of 5 143 users are currently registered on the SAJE website and the total number of visits (articles opened) to the SAJE website was 730 960 for 2020. Based on the increased number of submissions, the number of published articles per issue increased during 2020.

SAJE has seen an increase in international submissions and the publication of articles by international authors. For the time frame January to December 2020, manuscript submissions for review totalled 274, of which 124 were by national and 150 by international scholars. Seventy of the mentioned submissions were accepted for refereeing.

Six issues were published during 2020. In addition to the four annual issues, a special issue on *Renewing career counselling to promote the facilitation of sustainable decent work across the globe* was published in April 2020, with Professor Jacobus Gideon (Kobus) Maree (University of Pretoria) as guest editor. In November 2020, a special issue on *Financing school education: Linking resources and learning* was published, with Professor Raj Mestry (University of Johannesburg) as guest editor. Reviewers for the 2020 published articles include a collection of national and international scholars who hold knowledge and expertise in the fields of the manuscripts they reviewed. Their valuable input, time and effort are greatly appreciated by the SAJE Executive.

A call for a 2021 special issue was published, entitled *Beyond language policy intention to implementation: Evidence of multilingualism in South African primary school classrooms*. The guest editor for this issue is Professor Surette van Staden (University of Pretoria). SAJE acknowledges with gratitude the continued support of the Faculty of Education, University of Pretoria - under the leadership of Dean Professor Molatlhegi Trevor (Chika) Sehoole, for hosting the journal and providing infrastructure and resources for staff members.

A summary of the Top 10 mostly cited SAJE articles for 2020 are provided below:

Number of requests	Article
42449	Kiggundu E & Nayimuli S 2009. Teaching practice: A make or break phase for student teachers. <i>South African Journal of Education</i> , 29(3):345-358.
26380	Ncontsa VN & Shumba A 2013. The nature, causes and effects of school violence in South African high schools. <i>South African Journal of Education</i> , 33(3):Art. #671, 15 pages. https://doi.org/10.15700/201503070802
24095	Marais P 2016. "We can't believe what we see": Overcrowded classrooms through the eyes of student teachers. <i>South African Journal of Education</i> , 36(2):Art. # 1201, 10 pages. https://doi.org/10.15700/saje.v36n2a1201
22908	Donohue D & Bornman J 2014. The challenges of realising inclusive education in South Africa. <i>South African Journal of Education</i> , 34(2):Art. # 806, 14 pages. https://doi.org/10.15700/201412071114
21924	Walton E, Nel N, Hugo A & Muller H 2009. The extent and practice of inclusion in independent schools in South Africa. <i>South African Journal of Education</i> , 29(1):105-126. https://doi.org/10.15700/saje.v29n1a234
21435	Marais P & Meier C 2010. Disruptive behaviour in the Foundation Phase of schooling. <i>South African Journal of Education</i> , 30(1):41-57.
15923	Moyo G, Khewu NPD & Bayaga A 2014. Disciplinary practices in schools and principles of alternatives to corporal punishment strategies. <i>South African Journal of Education</i> , 34(1):Art. # 779, 14 pages. https://doi.org/10.15700/201412120952
13414	Nel N & Müller H 2010. The impact of teachers' limited English proficiency on English second language learners in South African schools. <i>South African Journal of Education</i> , 30(4):635-650. https://doi.org/10.15700/saje.v30n4a393
10881	Ferreira C & Schulze S 2014. Teachers' experience of the implementation of values in education in schools: "Mind the gap". <i>South African Journal of Education</i> , 34(1):Art. # 727, 13 pages. https://doi.org/10.15700/201412120939
10668	Du Plessis P & Mestry R 2019. Teachers for rural schools - a challenge for South Africa. <i>South African Journal of Education</i> , 39(Suppl. 1):Art. #1774, 9 pages. https://doi.org/10.15700/saje.v39ns1a1774

11. Webinar Series for Early Career Academics and Postgraduate Students



EASA's bi-annual webinar series for its members who are early career academics and postgraduate students will commence in June 2021 (Exact dates to be announced). These webinars will be on topics of interest to the groups. The speakers will be national and international scholars who are experts in their various fields.

The proposed topic for the June 2021 webinar is *Publishing in high impact journals: What you need to know*. More details, including the names and affiliation of speakers, will follow soon.

We welcome suggestions on topics of interest and value to EASA members for future webinars.

We look forward to your participation!

Funke
EXCO Member
Internationalisation and Postgraduate Student Development



Dr Candice Livingstone (CPUT)
Chair: Local organising committee 2022

The Conference committee elected Dr Candice Livingstone as the Chair of the LOC and the committee is made up of members from CPUT, TOGI and Event Behella.

The committee comprises of the following persons:

- Candice Livingstone, Hanlie Dippenaar, and Dorothy Esau from CPUT
- Geo Westraadt, Adrienne van As, Amanda Anker, and Robert Henning from TOGI
- Marian Louw and Nerina Basson from Event Behella

The following has already been decided:

- The venue for the conference has been selected and the conference will take place at Spier Wine Farm. The committee is currently in the process of discussing the theme of the conference and once that has been decided, the first call will go out.
- The Committee is also working toward an online solution for the presentation of the conference, should the current Covid lockdown situation extend into 2022.
- The mailing list for the call is currently being updated
- We are also working toward compiling sponsorships for the conference
- The theme of the conference, as well as other information will be communicated soon.

Thank you

Kind regards

Candice

13. EASA Logo Competition

Valued EASA members

The Executive Committee decided to explore the possibility of amending the EASA logo – to keep up with the changing times. The current EASA logo has been in existence for a number of decades, and unfortunately EXCO could no longer detect what the precise symbolism was.

We therefore invite EASA members to come up with creative suggestions for a new logo, which should include the design and a description of the symbolism behind the design.

The designer of the winning logo design will receive prize money to the value of R3000, as well as free EASA membership for 3 years.

The closing date for the competition is 31 May 2021.

We hope to get your creativity going!

Dr Tony Mpsi
EASA Chairperson 2021