

EASA 2023: PROGRAMME
EDUCATION ASSOCIATION OF SOUTH AFRICA (EASA)
ANNUAL CONFERENCE
8 - 11 JANUARY 2023
THE CENTURY CITY HOTEL & CONFERENCE CENTRE, CAPE TOWN.

SUNDAY, 8 JANUARY 2023	
16:00 – 17:30	Registration of delegates Venue: The Foyer
16:00	EASA Exco meeting Venue: Tba
18:00	Evening Function: Welcome: Mr Clive Brown Cocktail Function Book Launch: Authenticity across Languages and Cultures: Themes of Identity in Foreign Language Teaching and Learning (2022) Edited by: Leo Will, Wolfgang Stadler, Irma Eloff Entertainment: Angeliere Sing Koor Venue: The Foyer
MONDAY, 9 JANUARY 2023	
07:30 – 08:00	Registration of delegates
	Conference Venues: Venue 1: Hall A Plenary Venue 2: Hall B Venue 3: Meeting Room 07 Venue 4: Meeting Room 08 Venue 5: Meeting Room 09 Venue 6: Meeting Room 10 Venue 7: Meeting Room 02 Venue 8: Meeting Room 11
08:00 – 08:30	Welcoming Address: Prof Andile Mji – Dean of the Faculty of Education Arrangements: Conference Chair: Mr Clive Brown Venue:
08:30 – 09:30	Keynote Speaker: Prof Thuli Madonsela Venue: Hall A Session Chair: Mr Clive Brown
09:30 – 10:30	EASA AGM Venue: Hall A

10:30 – 10:45	EASA Medal Awardees 2022 2022 Emerging researcher Award: Dr Eugene Machimana 2022 Postgraduate Award (Masters Degree): Mr Derek Ballantyne 2022 Postgraduate Award (Doctoral Degree): Dr Mpho-Entle Modise
10:45 – 11:00	Refreshments

MONDAY, 9 JANUARY 2023

	Venue: 1 Hall A Session Chair: Dorothy Esau	Venue: 2 Room 11 Session Chair: Carike Kriel	Venue: 3 Room 7 Session Chair: Hanlie Dippenaar	Venue: 4 Room 8 Session Chair: Candice Livingston	Venue: 5 Room 9 Session Chair: Adrienne van As	Venue: 6 Room 10 Session Chair: Kwanele Boo	Venue: 7 Room 2 Session Chair: Chris Dumas Virtual presentations	Venue: 8 Hall B Session Chair: Geo Westraadt Workshop
11:00 – 11:30	EASA2023-132 Culturally conscious pedagogy and practice: collaborating to inform Ghanaian higher education Covid-19 response. CMM Moore KAS Sam EKM Mensah OA Affreh MBY Boakye-Yiadom University of Cape Coast	EASA2023-174 The power of video-stimulated recall interviews: understanding rural teachers' pedagogical choices during functions lessons. HW Mbhiza University of South Africa	EASA2023-096 New generation teachers: living to cultivate of connectivity and compassion. L Van Jaarsveld North-West University	EASA2023-122 Teaching across borders. A digital workshop to support internationalised teacher education. TSI Idel University of Oldenbourg HS Sathorar Nelson Mandela University	EASA2023-230 Developing student teachers in B Ed Foundation Phase teaching for multigrade classes in one rural university of the Eastern Cape province Dr N Mphahla Walter Sisulu University	EASA2023-191 Towards a new paper-based functional skills Maths methods-based initial assessment. KN Norley Bedford College Group	EASA2023-220 School leadership practice at faith-based schools through a servant leadership lens MT Shula J Heystek M van Wyk North-West University	EASA2023-265 Positive psychology ideas to use in your teaching - even in a Maths class. AL Campbell University of Cape Town
11:30 – 12:00	EASA2023-182 The effects of Covid-19 pandemic on learner assessments in primary schools in Sedibeng district. A Masunungure North-West University	EASA2023-214 Stakeholders' practices towards solid waste management in a primary school. L Sikhosana AV Mudau University of South Africa	EASA2023-113 A pastoral role approach to the 'development of the self-in-society': LO teachers' challenges and suggestions to enrich LO teacher training. C Joubert North-West University	EASA2023-036 Teacher identity and school leadership: the selves of South African expatriate teachers influencing teacher leadership practices in Gulf schools. I Naicker A Govender University of KwaZulu-Natal	EASA2023-054 Winds of change in language use: decolonising the self in secondary education. MR Emsley University of Limpopo	EASA2023-289 The effect of Dialogical Argumentation Instructional Blended Learning Model (DAIBLM) on students' understanding of functions in Mathematics L Goodman University of the Western Cape	EASA2023-248 Creating an enabling learning environment for visually-impaired learners in Lesotho rural schools using asset-based approaches. MAR Ramatea University of the Free State	

12:00 – 12:30	EASA2023-172 Surviving the Cape of storms: stories of discovery and victory about teacher leadership during Covid-19. ED De Klerk North-West University	EASA2023-063 Risk and resilience among students in the context of Covid-19: the case of one South African university. MJ Malindi North-West University	EASA2023-109 An exploration of the use of indigenous material in learning Geometric concepts: the case of Eastern Cape by primary schools. ZMM Jojo University of South Africa	EASA2023-083 The role of adult learning and education in the concept of lifelong learning. insights from a study funded by DVV-international. AG Grotlueschen Hamburg University	EASA2023-078 Accounting learners' readiness for e-learning during the Covid-19 pandemic: a case of Eastern Cape, South Africa. M Skhephe North-West University	EASA2023-259 Teaching and learning strategies to enhance isiXhosa-speaking learners' Mathematical understanding in English grade one classrooms. T Coetzer Cape Peninsula University of Technology	EASA2023-093 An intervention to support students with academic writing: lessons learnt. N Mather The lie's Varsity College	WERA SYMPOSIUM Global winds of education change that matter for regional wisdom and knowledge. Chairperson of the session: R Mampane Discussant: L Ebersöhn
12:30 – 13:00	EASA2023-047 Townships' high school learners' views on the implementation of the right to education: a social justice perspective. L Munongi University of Johannesburg	EASA2023-143 Investigating Differences of full-time and distance second years' achievement levels in introduction to Statistics and Probability at Chalimbana University, Zambia S Chingi Chalimbana University, Zambia	EASA2023-170 'Enriching professional development through the TTP educator's enrichment programme': insights from Math and Science educators. NT Sibisi University of the Witwatersrand	EASA2023-279 Grade four teachers' experiences on using English as a medium of instruction: a case study of two primary schools in Mdantsane township. L Kahla University of Fort Hare	EASA2023-072 Challenges of Covid-19 pandemic in Accounting classrooms, South Africa. M Skhephe North-West University	EASA2023-211 Technology integration in higher education: the use of website design pedagogy to promote quality teaching and learning. MJ Malatji J West University of Pretoria	EASA2023-199 The value of sensory gardens in the Early Childhood Development Phase M Jordaan University of Pretoria	Invited WERA symposia I Gogolin LW Chia G M L Mendes
13:00 – 14:00	Lunch							
MONDAY, 9 JANUARY 2023								
	Venue: 1 Hall A Session Chair: Hanlie Dippenaar	Venue: 2 Room 11 Session Chair: Candice Livingston	Venue: 3 Room 7 Session Chair: Carike Kriel	Venue: 4 Room 8 Session Chair: Johnny Hay	Venue: 5 Room 9 Session Chair: Funke Omidire	Venue: 6 Room 10 Session Chair: Clive Brown	Venue: 7 Room 2 Session Chair: Chris Dumas Virtual presentations	Venue: 8 Session Chair: Ruth Mampane SIG presentations
14:00 – 14:30	EASA2023-305 The cultivation of global competencies in an Afrikaans Additional Language textbook for grade 12 learners. A Vos University of Pretoria	EASA2023-138 Teach them to fish: preparing teachers as enablers of entrepreneurial learning. A Du Toit North-West University	EASA2023-014 Teacher's perceptions on the supply of PPE'S and compliance with Covid-19 safety protocols. EK Mashaba S Maile Tshwane University of Technology	EASA2023-249 Physical activity status, levels, and participation rates of undergraduate student teachers in a Faculty of Education: Is there any movement? M Mthethwa Stadio	EASA2023-071 Bininj education in the Warddeken homelands of Northern Australia: turning points and new directions. JG Guenther DY Yibarbuk TG Guymala Nawarddeken Academy	EASA2023-167 'MOET spent more money on salaries and less money on policy implementation': challenges of policy implementation in the Lesotho education sector. KAR Rakolobe National University of Lesotho	EASA2023-084 Integrating technology into the teaching of Mathematics in secondary schools. MW Zulu University of KwaZulu-Natal	Special Interest Groups: The focus of the session will be on networking (focus on getting to know each other) and sharing current research or experiences.

						KLGT Teise Sol Plaatje University		
14:30 – 15:00	EASA2023-131 Asset-based approach in community engagement and service learning: a case of the bait project. S Kwatubana North-West University	EASA2023-073 Problem-based learning as an effective teaching and learning strategy for conceptual understanding of a grade 10 Physical Sciences topic: a case study. MJ Sebatana WT Dudu A Golightly North-West University	EASA2023-188 Cooperative learning and self-directed learning as neighbours: lenses and voices of Life Orientation teachers. AC Seherrie North-West University	EASA2023-196 Investigations on the role of in-service school teachers in the promotion of learners' health in South Africa. TI Mashau University of South Africa	EASA2023-150 Teachers' perceptions about leadership: towards an innovative collaborative teacher leadership development framework for schools. NJP Smith Sol Plaatje University ED De Klerk North-West University	EASA2023-190 Reduction of socio-economic diversity through standardisation of language: reflections and challenges. KN Norley Bedford College Group	EASA2023-257 From the onset: inequality in the teaching practical experiences of English pre-service teachers at a private higher education institution. TS Dlamini Mancosa	
15:00 – 15:30	EASA2023-204 Mentorship as an instrumental tool for professional development: a case study of in-service rural foundation phase teachers and teacher educators in ODEL. TP Dyosini University of South Africa	EASA2023-136 Resource inadequacy as a barrier towards effective curriculum implementation: experiences of Life Sciences teachers in the North West Province. DM Chuene University of South Africa	EASA2023-194 Towards the integration of ICT into teaching and learning at the high school level through e-portfolios: a bibliometric analysis (2012–2022). MP Modise University of South Africa	EASA2023-216 Evaluating principals and school nutrition coordinators management experiences of implementing national school nutrition programme, South Africa. SD Sebidi University of Pretoria	EASA2023-031 Micro-aggressions and the South African teacher. CR Karrim Management College of Southern Africa	EASA2023-112 Silence and silencing: English medium Education and the exclusion of girls in an African basic education context. HK Kuchah Kuchah University of Leeds	EASA2023-129 How children's literature influences primary school learners' understanding about race and racism. SM Evans M Martin University of KwaZulu-Natal	Oral presentation EASA2023-221 Principals' servant-leadership practices in South African faith-based schools in challenging contexts MT Shula J Heystek Prof van Wyk North-West University
15:30 – 15:45	Refreshments							
MONDAY, 9 JANUARY 2023								
	Venue: 1 Hall A Session Chair: Candice Livingston	Venue: 2 Room 11 Session Chair: Dorothy Esau	Venue: 3 Room 7 Session Chair: Geo Westraadt	Venue: 4 Room 8 Session Chair: Adrienne van As	Venue: 5 Room 9 Session Chair: Raj Mestry	Venue: 6 Room 10 Session Chair: Kwanele Boo	Venue: 7 Room 2 Session Chair: Chris Dumas Virtual presentations	Venue: 8 Hall B Session Chair: Johnnie Hay Round table
15:45 – 16:15	EASA2023-106 Enhancing learner integration in a selected ex-model C school.	EASA2023-234 Covid-19 pandemic- did education weather the storm or are we floating in the	EASA2023-288 A life-course perspective on the management of the University Capacity	EASA2023-070 Exploring Business Studies pre-service teachers' perceptions on their preparedness to	EASA2023-053 The management of school safety with reference to drugs in public schools.	EASA2023-161 Assessing pupil's experimental research. TEA Kantola	EASA2023-094 Have the boys gone overboard? A study to investigate the	EASA2023-229 Reconceptualising education support services within inclusive education in South Africa.

	TJK Kanyopa University of KwaZulu-Natal	middle of the ocean? P Du Plessis University of Johannesburg	Development Programme at a University of Technology: an autoethnographic PR Gumede Mangosuthu University of Technology	integrate Information and Communication Technologies in their instructional practices NB Gcabashe University of South Africa	EM Kgwete University of Pretoria	University of Helsinki	academic plight of male learners. N Mather The lie's Varsity College	JF Hay MJ Malindi North-West University
16:15 – 16:45	EASA2023-032 Reflecting on the South African education system during the Covid-19 pandemic. CR Karrim Management College of Southern Africa	EASA2023-060 Predictive powers of Perfectionism and Career indecision on Suicidal Ideation Among Undergraduates V Victor-Aigbodion BM Diale University of Johannesburg	EASA2023-183 Optimizing social justice enactment in higher education institutions: an education policy perspective. EP Barnett University of the Free State	EASA2023-008 Student's reflections of academic support e-tools employed in an ODEL course under Covid-19 lockdown. M Van Wyk University of South Africa	EASA2023-045 Career transitioning of youth with neurodevelopmental learning needs: Phenomenological experiences of parents and practitioners. MM Sefotho LE Lindstrom BM Diale N Mdzanga University of Johannesburg	EASA2023-111 Teachers' perspectives on the development of reading for cross-curricular learning: a community-of-practice approach. T Herman Sol Plaatje University	EASA2023-151 Contextualizing a conceptual framework for inclusive pedagogy in multilingual higher education classrooms. QKW Kemende Wunseh University of Witwatersrand	
16:45 – 17:15	EASA2023-055 Who ensured curriculum coverage during Covid-19? Curriculum advisors' perspective. MR Emsley University of Limpopo	EASA2023-176 The impact of Covid 19: the change in the education space in South Africa's early childhood education centres after Covid 19. SM Khumalo L Mokotjo The Independent Institute of Education: Advtech	EASA2023-225 The principals' obligation to advance equity in no-fee public schools: Implications for school effectiveness. R Mestry University of Johannesburg	EASA2023-134 The missing tackle shop inventory. B Nagel University of Limpopo	EASA2023-080 Cough syrups fabrication: a sleep-inducing innovation in children, and its long-term suspected impact in potential brainstem functionality in early childhood schooling development. BE Gumbi University of Zululand	EASA2023-149 Exploring the value add of re-engaging high school learners in community projects in a post-Covid-19 world: the case of the targeting talent programme. LN Sesheba University of the Witwatersrand	EASA2023-179 Exploring rural teachers' perceptions on the identification of learning barriers for implementation of inclusive education: Eastern Cape case study. PP Jama TJ Moloi North-West University	
18:30	Braai							
TUESDAY, 10 JANUARY 2023								
07:30 - 08:00	Registration of delegates							
08:00 - 09:00	Keynote Speaker: Prof Mbulungeni Madiba Venue: Hall A Session Chair: Mr Clive Brown							

	Venue: 1 Hall A Session Chair: Geo Westraadt	Venue: 2 Room 11 Session Chair: Kwanele Boo	Venue: 3 Room 7 Session Chair: Dorothy Esau	Venue: 4 Room 8 Session Chair: Candice Livingston	Venue: 5 Room 9 Session Chair: Clive Brown	Venue: 6 Room 10 Session Chair: Hanlie Dippenaar	Venue: 7 Room 2 Session Chair: Chris Dumas Virtual presentations	Venue: 8 Hall B Session Chair: PS Makhura Round table
09:00 – 09:30	EASA2023-067 The role of school-based formative assessment for Geography in the further education and training phase. VR Nkuna University of South Africa	EASA2023-062 Retaining novice teachers during a global pandemic: the role of mentorship. CJ Kotze University of South Africa	EASA2023-145 Supporting reading instruction in grade 1 classrooms: community-based research as a catalyst. SJ Pedro S Esterhuizen M Koen North-West University	EASA2023-139 Postgraduate student involvement as co-developers of sustainable OER. G Van Den Berg PK Mudau University of South Africa	EASA2023-092 Coping for academic women departmental heads during Covid-19: a capabilities approach perspective. NJ Ramohai Durban University of Technology SM Holtzhausen University of the Free State	EASA2023-141 Organizational development in early education – an international comparing study. DU Ulber Haw Hamburg DB Bergs-Winkels Ash Berlin	EASA2023-227 The role of a teaching portfolio in transforming a teachers' teaching approach. EL Grace University of South Africa	EASA2023-201 Revisiting the use of mother tongue in multi-ethnic birth to four ECE classrooms in the Gauteng province. PS Makhura University of South Africa
09:30 – 10:00	EASA2023-235 Looking beyond technology: exploring transactional and historical distances in History education. A Van As Two Oceans Graduate Institute	EASA2023-159 Creating the history of the present: academic migration, memory, mobility, belonging, subjectivity and change. M Muller King's College London	EASA2023-025 Creating open educational resources to nurture social emotional learning in early childhood: music education student narratives. M Van Vreden North-West University	EASA2023-177 Linking mentorship with transformative teaching and learning in a pre-university access programme. AC Billings CK Motsisi University of the Witwatersrand	EASA2023-079 Incarcerated women's access to education in Malawi: a narrative approach. SC Kajawo LR Johnson University of South Africa	EASA2023-154 A critical analysis of the levels of cultural intelligence of 4th-year B Ed students based on the four-factor cultural intelligence scale. S Naidoo A Prakash The lie's Varsity College	EASA2023-237 Challenges faced by Afrikaans teacher moderators during grade 12 school-based assessments moderation at Ekurhuleni-North district. SV Msweli Charlotte Maxeke Secondary School	
10:00 – 10:30	EASA2023-258 Innovative assessment for learning strategies to enhance deep learning in an open distance learning environment (ODEL). BOP Tshite University of South Africa	EASA2023-193 The use of e-portfolios in higher education during the Covid-19 pandemic: a systematic review between 2020 – 2022. MP Modise University of South Africa	EASA2023-105 Mentorship programmes in public primary schools: beginner teachers' perspectives. AS Mpsi Sol Plaatje University N Zoutendijk University of Johannesburg	EASA2023-132 Culturally conscious pedagogy and practice: collaborating to inform Ghanaian higher education Covid-19 response. CMM Moore KAS Sam EKM Mensah OA Affreh MBY Boakye-Yiadom University of Cape Coast	EASA2023-152 Exploring the intersectionality of gender, culture, and religion in the educational experiences of Muslim higher education women students. D Daniels University of Stellenbosch	EASA2023-290 Exploring the challenges faced by traditionally uncircumcised married couples in Limpopo Province. RL Molele ME Matabane Sol Plaatje University	EASA2023-086 Implementation of progression policy in secondary schools: a proposed model for curriculum support ML Mogale University of the Free State KS Malatji Tshwane University of Technology	Poster presentation EASA2023-087 Including teachers as policymakers: a case for Q-method T Vandeyar University of Pretoria EASA2023-203 The relationship between e-learning readiness and socio-economic status of students: evidence from sandwich students of the

									University of Nigeria, Nsukka. E Idika University of Nigeria, Nsukka.
10:30 – 11:00	Refreshments								
	Venue: 1 Hall A Session Chair Carike Kriel	Venue: 2 Room 11 Session Chair: Chris Dumas	Venue: 3 Room 7 Session Chair: Geo Westraadt	Venue: 4 Room 8 Session Chair: Dorothy Esau	Venue: 5 Room 9 Session Chair: Kwanele Boo	Venue: 6 Room 10 Session Chair: Hanlie Dippenaar	Venue: 7 Room 2 Session Chair: Candice Livingston	Venue 8: Hall B Session Chair: DD Dissassa Workshop	
11:00 – 11:30	EASA2023-215 Developing the capacity of teachers to provide interim support to learners awaiting district-based support team intervention: asocial-educational justice issue. BN Mkwanazi J Hay North-West University	EASA2023-126 Teachers' understanding of the teaching of reading to beginners in the grade one classrooms: teaching methods. M Dagada University of South Africa	EASA2023-124 Leadership, social justice and complexity for the improvement of quality education in low socio-deprived school contexts. M Shula North-West University	EASA2023-023 TVET managers' perceptions of mentoring in a blended-learning in-service program. KP Prummer DP Pittich Technical University of Munich SHV Human-Vogel University of Pretoria	EASA2023-281 Exclusion within an inclusive education system: teachers' perceptions of including learners who experience barriers to learning. JMC Motitswe University of South Africa	EASA2023-252 Producing pertinent data on personal, pedagogical and political experiences during Teaching Practicum in unfamiliar contexts. CJW Brown Cape Peninsula University of Technology S Reddy University of KwaZulu-Natal	2020 Masters award: E Potgieter EASA2023-005 Feedback procedures that inspire: Enhancing student achievement through assessment E Potgieter M Klopper North West University	EASA 2023-187 Towards (Re)Defining Occupational Wellness of Sub-Saharan African Women in Higher Education since COVID-19 DD Dissassa University of Maryland	
11:30 – 12:00	EASA2023-267 Curriculum implementation challenges and responses during Covid-19 pandemic in a rural secondary school in South Africa. FQB Zulu T Dlamini University of KwaZulu-Natal	EASA2023-046 Transformative pedagogical potential of pre-service teacher professional learning communities. RE Liebenberg Cape Peninsula University of Technology	EASA2023-178 Perception of the leaders and teachers on the safety of the infrastructural conditions of junior secondary schools: A Botswana case study. VT Molaodi J Heystek North-West University	EASA2023-277 The lecturers' perspective on TVET work-integrated learning's contribution to the employability of hospitality students. ZP Kubheka University of South Africa MC Maphalala Durban University of Technology	EASA2023-208 The implementation of inclusive education policies in South African mainstream schools: teachers' perceptions. MK Malahlela University of South Africa	EASA2023-171 The quality and sustainability of resilience-enabling complex school-based interventions in rural primary schools in the global south: a qualitative evidence synthesis. I Basson University of Pretoria L Ebersöhn University of Pretoria, PK Murphy Pennsylvania State University Q Gu	2022 Masters award: D Ballantyne Pre-service teachers' perceptions of their use of an intelligent tutoring system for English language proficiency		

						University College London		
12:30 – 13:00	EASA2023-295 Inclusivity in mainstream schooling: Is it an attainable dream? CG Ruiters Two Oceans Graduate Institute	EASA2023-070 Exploring Business Studies pre-service teachers' perceptions on their preparedness to integrate information and communication technologies in their instructional practices. NB Gcabashe University of South Africa	EASA2023-219 Employability of B Ed graduates as entanglements in sustainable learning environments. MR Mahlomaholo University of KwaZulu-Natal MG Mahlomaholo University of Mpumalanga	EASA2023-068 The analogy of open distance e-learning online assessment: a case of University of South Africa markers' perceptions. AS Mawela University of South Africa	EASA2023-261 The six-step approach in curriculum development applied in inclusive education. R Annandale University of Limpopo LD Preston W Van der Merwe North-West University	EASA2023-296 Self-efficacy and resilience in an online environment in a post-pandemic time. Leikuma - Rimicâne Iliško Vītola Daugvapils University	2020 Emerging researcher: S Malatji Exploring students' voices in lecturers' teaching and learning developmental trajectory	Oral presentation EASA2023-081 Formative assessment in a South African primary school: Multigrade teachers' voices M Taole University of South Africa

13:00 – 14:00	Lunch							
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TUESDAY, 10 JANUARY 2023

	Venue: 1 Hall A Session Chair: Adrienne van As	Venue: 2 Room 11 Session Chair: Hanlie Dippenaar	Venue: 3 Room 7 Session Chair: Tony Mpisi	Venue: 4 Room 8 Session Chair: Dorothy Esau	Venue: 5 Room 9 Session Chair: Clive Brown	Venue: 6 Room 10 Session Chair: Johnnie Hay	Venue: 7 Room 2 Session Chair: Chris Dumas	Venue: 8 Hall B Session Chair: Ruth Mampane
								Oral presentation
14:00 – 14:30	EASA2023-118 The inevitable pressure between progression and knowledge impartation. MX Ntshangase BR Mabasa-Manganyi University of Limpopo	EASA2023-074 What cannot be digitized - the enhancement of socio-emotional competences in primary school age. HZ Zeinz MK Kaul Münster University	EASA2023-050 The role of school principals in managing teaching and learning in secondary schools situated in multiple deprived contexts. N Mhlanga University of Pretoria	EASA2023-250 The role of play pedagogy in early language learning development of English first additional language preschool children in Mamelodi. PF Kunene SANTS Private Higher Education Institution	EASA2023-246 South African teachers' perceptions about their mediator role during the Covid-19 pandemic. M Chauke University of South Africa	EASA2023-095 Paths 2 the future: improving career outcomes for young women with disabilities. LE Lindstrom University of California Davis	EASA2023-189 Establishing Enabling Inclusive Structures: Teachers' competence and attitudes MAM Mohoebi Central University of Technology	EASA2023-076 Milieu enhanced factors contributing to second language reading development of learners: primary school teachers' narratives. Botswana. FM Teane University of South Africa
14:30 – 15:00	EASA2023-028 The use of Arthur Lessac's embodied voice and movement approach as teaching methodology for	EASA2023-052 Rethinking the role of representative council of learners in creating a disciplined school environment.	EASA2023-273 Impact of Covid-19 pandemic towards teacher training and development in South African universities.	EASA2023-090 Visual art practical work in an online environment. G Westraadt Two Oceans Graduate Institute	EASA2023-284 Perceptions of lecturers about the implementation of an e-learning environment in a historically disadvantaged	EASA2023-180 The contribution of deputy principals to curriculum management in South African schools.	EASA2023-125 Computational Thinking as a Tool for Creativity; a Finnish approach to computer mediated STEAM learning	EASA2023-024 Turning to Ethnomathematical games in the Mathematics classroom: connecting games and Mathematical

	dramatic arts in the intermediate and senior phases. M Wood Two Oceans Graduate Institute	EM Kgwete University of Pretoria	IP Ramonyai North-West University		university of technology AM Msomi Mangosuthu University of Technology	JB Khumalo North-West University	EP Perttuli-Borobio AM Markkanen University of Helsinki	thinking skills. S Meeran MN Davids University of South Africa
15:00 – 15:30	EASA2023-123 Juggling access vs retention and academic performance: the experience of a lecturer teaching in an open distance e-learning institution. SG Le Roux University of South Africa	EASA2023-061 Trends in flipped learning in teacher education: a systematic mapping review approach. M Van Wyk University of South Africa	EASA2023-209 Student resilience: experiences and reflections of students in a historically black university since the transition into online learning during Covid-19 lockdown. INK Senyatsi University of Limpopo	EASA2023-116 Blended learning, hybrid learning, traditional learning, flipped classroom, mixed learning. V Rathod G Gopinath University of Hyderabad	EASA2023-108 Digitalizing teaching practice through mobile application development: perceptions of teaching practice supervisors in an open, distance and e-learning institution. MJ Sethusha University of South Africa	EASA2023-127 Curriculum delivery support: a need for community learning centre leaders in Gauteng province, South Africa. TS Ngubane University of South Africa	EASA2023-286 Field excursion challenges for a Nature Conservation Class during Covid-19 Lockdown: A discussion of pedagogical theories and technological interventions. T Mutanda PR Gumede Mangosuthu University of Technology	EASA2023-276 The impact of the South African learner progression policy on learners in the FET phase. T Aphane University of South Africa

15:30 – 15:45

Refreshments

TUESDAY, 10 JANUARY 2023

	Venue: 1 Session Chair: Geo Westraadt	Venue: 2 Session Chair: Dorothy Esau	Venue: 3 Session Chair: Elizabeth du Plessis	Venue: 4 Session Chair: Clive Brown	Venue: 5 Session Chair: Hanlie Dippenaar	Venue: 6 Session Chair: Carike Kriel	Venue: 7 Session Chair: Chris Dumas Virtual presentation	
15:45 – 16:15	EASA2023-104 Black learner perceptions of teacher-learner and learner-learner relationships in multicultural spaces of historically white schools. AS Mpsi Sol Plaatje University G Alexander Central University of Technology	EASA2023-271 A rich linguistic and cultural heritage: African folktales as transformative agents in our curricula A Sheik University of KwaZulu-Natal	EASA2023-043 Metaphors and metamorphoses of teaching practice: a wave of change. N Moodley University Of Witwatersrand	EASA2023-110 A comparison of the leadership styles of school principals in performing and under-performing schools. NAP Robain Primary School D Vos PJ Mentz North-West University	EASA2023-140 Exposing shifts in perceptions and experiences of diversity. Intra-racial discrimination (colourism) among selected South African high school learners. Z Richards K Petersen University of the Witwatersrand	EASA2023-192 Demographic dynamics in the awareness and usage of open educational resources among students via an open distance e-learning institution. O Akintolu M Letseka University of South Africa	EASA2023-089 Verbal disciplining guidelines for classroom misconduct in primary school. CC Okeke E Venter University of the Free State	

<p>16:15 – 16:45</p>	<p>EASA2023-256 An Afrocentric approach to analysing literary text through African values in English first additional language.</p> <p>TS Dlamini Mancosa, South Africa E Marais University of KwaZulu-Natal</p>	<p>EASA2023-011 Accounting teacher's preparedness to continue with online teaching after the Covid-19 pandemic in the selected high schools of Amatole West education district, South Africa.</p> <p>M Skhephe North-West University</p>	<p>EASA2023-236 The teaching of spatial concepts to promote spatial thinking in grade 10 Geography classrooms, in Gauteng, South Africa</p> <p>F Mukhathi University of South Africa</p>	<p>EASA2023-242 Collective leadership: a small step towards quality teaching and learning in schools.</p> <p>BH Challens232 TT Tapala North-West University</p> <p>KD Modise NW Department of Education</p>	<p>EASA2023-266 I am a learner, fourteen and pregnant! Girl children's access to sustainable learning in rural ecologies.</p> <p>T Matoane University of the Free State</p>	<p>EASA2023-185 Incivility: an antithesis of Botho/Ubuntu in professional nursing education.</p> <p>HJ Vink Sefako Makgatho Health Sciences University</p> <p>MM Sefotho University of Johannesburg</p>	<p>EASA2023-231 Challenges faced by K-12 Teachers during covid19: voices from India and Namibia</p> <p>M Dash Brajrajnagar College</p> <p>S Mutelo University of Namibia</p>	
<p>16:45 – 17:15</p>	<p>EASA2023-160 Exploring strategies to enhance the inclusion of culturally and linguistically diverse learners in Gauteng schools.</p> <p>A Masunungure North-West University</p>	<p>EASA2023-287 Students' perceptions of the remote online assessments post Covid-19 pandemic: A case of the Community Extension Students</p> <p>NP Ndlovu S Mthimkhulu SR Gumede Mangosuthu University of Technology</p>	<p>EASA2023-132 Culturally conscious pedagogy and practice: collaborating to inform Ghanaian higher education Covid-19 response.</p> <p>CMM Moore KAS Sam EKM Mensah University of Maryland-College Park OA Affreh MBY Boakye-Yiadom University of Cape Coast</p>	<p>EASA2023-226 Stakeholder perceptions of leadership and organisational change management in two community education and training colleges in South Africa.</p> <p>LL Mbatha J Preece University of KwaZulu-Natal JS Mkhize Durban University of Technology</p>	<p>EASA2023-241 Leading change to increase improvement in some South African rural primary schools: principals' experiences</p> <p>MJ Themane University of Limpopo</p>	<p>EASA2023-298 Taking a Feminist pedagogical stance in an unequal community of practice</p> <p>MW Lumadi University of South Africa</p>	<p>Oral presentation EASA2023-232 Teaching mathematics in mother tongue in early childhood development: a study on grade 3 teacher's experiences.</p> <p>PON Moshaba University of South Africa</p>	
<p>17:30 – 18:30</p>	<p>Optional Excursion</p>							
<p>19:00 – 23:00</p>	<p>Gala Dinner Venue: (A cash bar will be available)</p> <p>2022 Medal of Honour: Prof Michael van Wyk</p> <p>2020 Research medal winner: Prof Christo van der Westhuizen 2021 Research medal winner: Prof Elize du Plessis 2022 Research medal winner: Prof Pierre du Plessis</p> <p>2018 Outgoing Chairperson Award: Johnnie Hay 2021 Outgoing Chairperson Award: Tony Mpisi 2022 Outgoing Chairperson Award: Funke Omidire</p>							

WEDNESDAY, 11 JANUARY 2023

07:30 - 08:00	Registration of delegates
08:00 - 09:00	Plenary: Prof Irma Eloff and Prof Piet Van Avermaet Venue: Hall A Session Chair: Prof Candice Livingston
09:00 – 10:00	EASA Medal Awardees 2020 2020 Postgraduate Award (Master’s Degree): Ms Erika Potgieter and Mr Tswakae Sebotsa 2020 Postgraduate Award (Doctoral Degree): Dr Sameera Ayob-Essop 2020 Emerging Researcher Award: Dr S Malatji and Dr I Tarling EASA Medal Awardees 2021 2021 Postgraduate Award (Doctoral Degree): Dr M Verster and Dr A Lubbe
10:00 – 10:30	Refreshments

WEDNESDAY, 11 JANUARY 2023

	Venue: 1 Hall A Session Chair: Carike Kriel	Venue: 2 Room 11 Session Chair: Ronel Ferreira	Venue: 3 Room 7 Session Chair: Kwanele Boo	Venue: 4 Room 8 Session Chair: Dorothy Esau	Venue: 5 Room 9 Session Chair: Clive Brown	Venue: 6 Room 10 Session Chair: Adrienne van As
10:30 – 11:00	EASA2023-065 Exploring postgraduate students' research identities when using digital technologies in research. LH Sokhulu University of KwaZulu-Natal	EASA2023-278 The framework for improving speaking skills in grade 4 English first additional language learners during English lessons in rural areas. MA Linake University of Fort Hare	EASA2023-146 Teacher professional identity: agentic actions of a novice teacher. EL Groenewald Sol Plaatje University	EASA2023-197 Perceptions of student graduands: making memory journey. WM Kubeka University of Johannesburg	EASA2023-135 The integration of practice-oriented learning tasks and teaching-learning strategies during the training of Business Studies education students to enhance entrepreneurial skills. C Kruger EM Mentz EES Lubbe North-West University	EASA2023-022 Guidelines for the development of a policy framework for ethics: the case of South African teaching practice C Kriel C Livingston CPUT
11:00 – 11:30	EASA2023-162 Supervised learning's algorithms role in informing information	EASA2023-119 A study of psycho-educational problems of Urdu medium	EASA2023-107 Teachers' perceptions of school self-evaluation, quality teaching	EASA2023-169 Relevance of student support in private Further Education and	EASA2023-274 Advocating for principal wellness to promote effective school leadership.	EASA2023-142 Assessing differences in performance during school teaching practice

	<p>technology educators about programming concepts that they need to pay attention to.</p> <p>M Tshidi University of The Witwatersrand</p>	<p>students studying in higher secondary education in English.</p> <p>S Shaik University of Hyderabad</p>	<p>and learning: a case study.</p> <p>WT Sehlapelo LR Johnson University of South Africa</p>	<p>Training colleges.</p> <p>ND Bhengu Umalusi</p>	<p>SR Naicker University of Johannesburg</p>	<p>experience between fourth year full-time and distance learning student teachers amidst Covid-19 pandemic at Chalimbana University</p> <p>S Chingi Chalimbana University</p>	
11:30 – 12:00	<p>EASA2023-239 Threading the needle of the digital education in Sub-Saharan Africa: understanding the concerns of university lecturers.</p> <p>P Chimbunde Ezekiel Guti University</p>	<p>EASA2023-144 The perceptions and attitudes of rural intermediate phase learners in learning English first additional language.</p> <p>MM Maja University of South Africa</p>	<p>EASA2023-147 Critical thoughts and reflections on recontextualising rurality: beyond normative 'ruraling.'</p> <p>HW Mbhiza University of South Africa</p>	<p>EASA2023-285 Research assessment: Finding consensus with marking approaches.</p> <p>ZN Jaya Mangosuthu University of Technology</p>	<p>EASA2023-218 Learner-on-learner violence: a case of Tshwane West district (d15), Mabopane, Gauteng province.</p> <p>EK Mashaba Tshwane University of Technology</p>	<p>EASA2023-283 Perceptions of Medical Laboratory Science students on the implementation of ICT in Medical Education</p> <p>N Thembane Mangosuthu University of Technology</p>	
12:00 – 12:30	<p>EASA2023-122 Teaching across borders. A digital workshop to support internationalised teacher education.</p> <p>TSI Idel University of Oldenburg HS Sathorar Nelson Mandela University</p>	<p>EASA2023-244 Other lives...</p> <p>HF Israel LS Govender University of Mpumalanga</p>	<p>EASA2023-082 Educational transmogrification: from panicgogy to pedagogy of compassion.</p> <p>S Vandeyar University of Pretoria</p>	<p>EASA2023-254 Exploring information and communication technologies (ICTs) in Education: A systematic review of the M Ed in ICT in Education research work.</p> <p>R Bailey G Lautenbach University of Johannesburg</p>	<p>EASA2023-292 Teacher killings in KwaZulu-Natal and their implications for school leadership and management.</p> <p>SE Mthiyane University of Pretoria</p>		
12:30: 13:00							
13:00–	Closure of Conference						

14:00