**Education Department**

**Introduction**

The Education Department’s continued commitment to research teaching, research activities and engagement, remain a defining character of every member of staff. From the newer, younger and first generation academics, to seasoned professorate, including permanent and contract academic members of staff, researching our practices has become the *modus operandi* in the Education Department. Leading by example, the Head of Department, **Prof Emmanuel Mgqwashu**, received his first *NRF Rating* and was awarded a *C3*. This is a symbolic gesture recognising the research trajectory and productivity the Education Department continues to maintain. As the record of our research involvements below shows, our commitment to new knowledge generation cuts across such areas as schooling in all its facets, teaching and learning in higher education and civil society, and community learning via expansive learning research. Most of our work is focused firmly in the service of our town, province, country, continent, and the international community.

**Postgraduates / Graduations**

In 2018, the Department celebrated the award of a doctoral degree to one of its academic members of staff, **Dr** **Farhana Amod Kajee**. Under the supervisionof fellow colleagues in the Department, **Professors Hennie van der Mescht and Callie Grant**, Dr Kajee’s work responds to national and international concerns around the perceived weaknesses in the field of Educational Leadership and Management. Using Legitimation Code Theory to surface serious discrepancies in terms of both knowledge and knowers across Master’s programmes offered by six South African universities, Dr Kajee concludes that weak programmes’ most significant challenges lay in envisaging students as knowers who were professionally proficient but critically weak, thereby perpetuating the legacy of an impoverished and socially unjust education system.  **Dr Kajee’s** work makes a major original contribution into the fast growing Educational Leadership and Management field.

We also witnessed the total number of 61 BEd Honours, 24 MEd and 18 PhD students graduating. At the Rhodes University’s Annual VCs Graduation Lunch, to which all PhD and Master’s theses supervisors get invited, **Distinguished Prof Heila Lotz – Sisitka** and **Prof Emmanuel Mgqwashu** were named among the Top 3 most productive academics in terms of postgraduate students’ throughput, in positions two and three, respectively. At the same event, the Educational Leadership and Management specialisation was acknowledged for having graduated a record number of 11 Full Time MEd students. **Professors Callie Grant** and **Hennie van der Mescht**,and **Dr Farhana Amod Kajee** collectively received acknowledgement for this high throughput rate.

**Distinguished Visitors / International Visits**

**Prof Mgqwashu** and **Dr Wallace Mataka** (as PhD Scholar at the time)gave a paper at a *Symposium* during the 19 – 21 July 2018 *International Functional Linguistics Congress: re-imagining the future – expanding resources and making connections* which was held at Boston College, USA. The title of their presentation was: *Democratising the classroom for epistemological access: the role of RtL pedagogy in an Eastern Cape Secondary School, South Africa*. From this Congress, **Prof Mgqwashu** visited the Lynch School of Education and Human Development, Boston College, Chestnut Hill, USA from 22 to 26 July 2018. The purpose of this Visitorship at Boston College was to spend time with Prof Stanton Wortham, the Dean of the School. Prof Wortham’s background in linguistic anthropology, with a particular expertise in how identities develop in human interactions and the difference this brings to the process of educating younger learners (pedagogy) and adult university students (andragogy), were the focus of the engagements. **Prof Mgqwashu’s** second Visitorship as Researcher in 2018 was on 8 – 14 December at the University of Bristol in the UK. The Research Visit was part of the ESRC-NRF funded Southern African Rurality in Higher Education (SARiHE) in which the University of Johannesburg, University of Bristol, University of Fort-Hare the University of Brighton and Rhodes University are collaborating. The project is investigating how students negotiate the transition from school and home in rural contexts to ‘university learning’. This Visit culminated into a Seminar presented in the School of Education entitled: *Knowledge generation and Northern hegemony*.

**Prof Schäfer** was an invited Guest Professor at the Goethe University in Germany, where he taught Visualization modules to student teachers and consulted on 2 PhD projects. He also visited Switzerland where a new collaboration project was conceptualized. He was the Plenary Speaker at the 6th International Conference: *Enhancing quality education through innovative pedagogy* hosted by the Federal University of Technology in Minna, Nigeria. **Prof Schäfer** also led various Research Methodology workshops during the Visitorship**. Prof Schäfer** was subsequently appointed as Co-Chair for the Visualization Topic Study Group for the *ICME-14 International Congress on Mathematics Education* to be held in China in 2020. He was also appointed as an Associate Editor of the *Eurasia Journal of Mathematics Science and Technology Education*.

During 2018, **Distinguished Professor Lotz-Sisitka** was invited to present 13 Keynote papers in 8 countries, including Germany, Hungary (at the *Balaton Group Systems Science Conference*), Norway (at the *International Association of Critical Realism Conference*), Colombia (at the *T-learning Colloquium*), Senegal (at the *African Food Sovereignty Alliance Conference*), Ireland (at the *Public Pedagogy and Sustainability Conference*) and in Japan (with Dr McGarry and Injairu Kulundu) in the *Transformations to Sustainability* meeting, and in South Africa where the she presented a plenary contribution in the *Department of Science and Technology Global Change Research Conference*. Dr **Dylan McGarry and Ms Injairu Kulundu** presented for the Chair’s International Science Council T-learning Programme in the World Social Science Conference in Japan in November 2018. **Distinguished Professor Lotz-Sisitka** also presented a keynote paper at the *Future Earth Seedbeds of Transformation Conference* hosted in Port Elizabeth to deliberate the Sustainable Development Goals in Africa. Here a 12 point framework for guiding transformations oriented research for Africa was developed. Scholars and associates of the SARChI Chair in Global Change and Social Learning Systems made various contributions in plenary sessions, workshops, and in co-ordinating and co-hosting the arts-theme in the conference, as well as the early careers network. The conference was co-organised by post-doctoral fellow **Dr Dylan McGarry. Ms Priya Vallabh, Ms Morakane Madiba** and **Ms Sheraine van Wyk** were successful in attracting an international T-LAB grant focussing on citizen science and sustainability, which they were invited to present at the *Future Earth Seedbeds Conference*, and develop further.

In 2018, **Distinguished Professor Lotz-Sisitka** was also invited to serve as a Visiting Professor at Leuphania University in Luneburg, Germany, working in December 2018 with Colleagues at this university to contribute to the SDG 4.7 working group of the International Association of Universities. The Chair offered two lectures at Leuphania University during this visit. **Distinguished Prof Lotz-Sisitka** was nominated to serve on the **Council of the International Association of Critical Realism**, and also presented a keynote paper at the *IACR Conference* in Norway in August 2018. Here the Chair, together with research associate Dr Leigh Price, presented a lecture on the Routledge publication ‘Critical Realism, Environmental Learning and Social-Ecological Change’, which earlier won the Cheryl Frank Memorial Prize.

**Dr Chikiwa**, the researcher on the NRF Mathematics Education Chair held by **Prof Marc Schäfer**, presented at numerous conferences and is leading the new and exciting *Visualization and Language* research agenda. A number of students in collaboration with **Prof Schäfer** and **Dr Chikiwa** presented at conferences in South Africa, Botswana and abroad. The NRF Mathematics Education Chair’s international collaborators in Germany, Switzerland and Namibia continue to thrive, and new collaborations are being established in Zimbabwe and Italy.

**Dr Debbie Stott** gave three talks at the Namibia 13th National Mathematics Congress in Swakopmund in May 2018. The event was attended by approximately 300 Namibian educators[[1]](#footnote-1). **Prof Graven** presented a workshop for teachers on ‘mathematics story time’ at the Queensland Association of Mathematics Teachers annual conference held in Brisbane, Australia.

**Significant Research Aligned Events**

The Department’s research chairs continue to make significant contributions to educational knowledge generation and educational development that impact at regional, national, continental and global level. 2018 saw the continuation of the Environmental Learning Research Centre’s (ELRC) strong research contribution that impacts our communities. In 2018 **Distinguished Professor Heila Lotz-Sisitka** was promoted to **Distinguished Professor at Rhodes University**. In her role as **SARChI Chair in Global Change and Social Learning Systems**, she continued to focus on the key themes of transformative learning and green skills learning pathways research with the Chair being involved in six publications as author or co-author, with post-graduate scholars associated with the Chair producing a further seven publications. The Chair graduated three PhDs in 2018.

Besides the international and national conference presentations included above, the Chair also offered the **Vice Chancellor’s Senior Research Award Public Lecture** at Rhodes University in May 2018, entitled *‘#Transgressive Learning in times of [Climate] Change’.*

An early career research school named the ‘Living Aula’s’, was partly organised by the Chair’s **T-learning in Times of Climate Change** research programme scholars, Colombian T-learning researchers, and the International Science Council (ISC). The Early Career research school was held in Quindea, Colombia, involving over 25 early career researchers working on transformations research. This overlapped with the final Research School of the ISC T-learning project. Dr Dylan McGarry and Research Associate Dr Mutizwa Mukute both provided strong leading contributions to this international research programme. This ISC funded programme will conclude in 2019, and a Special Issue Journal focussing on transgressive learning in times of climate change is being co-edited by **Distinguished Professor Lotz-Sisitka** and Dr Bengtsson from Uppsala University in Sweden.

Through ongoing work with UNESCO and the Southern African Regional Universities Association, the Chair successfully leveraged 31 Million ZAR (21 Million SEK) from the Swedish International Development Agency (Sida) for a joint project to be implemented by UNESCO’s Regional Office for Southern Africa and the SARChI Chair in Global Change and Social Learning Systems. This programme, titled **‘Sustainability Starts with Teachers’** will support research and professional development for Teacher Education in southern Africa, including Early Childhood Education, Primary and Secondary Education, and Technical Vocational and Training. It builds on a pilot programme implemented by UNESCO, the Chair, SARUA and SWEDESD in 2017/18 which worked with 90 secondary teacher education institutions in southern African countries. The focus of this project will be to continue to advance Education for Sustainable Development in 11 southern African countries, working with over 100 teacher education institutions in the region between 2019-2022. It will also develop M&E indicators for Target 4.7 for Sustainable Development Goal 4, focussing on quality lifelong education and learning.

In 2018, the SARChI Chair also concluded research to inform Chapter 5 of **South Africa’s Third National Communication (national report) to the United Nations Framework Convention on Climate Change.** In this research the Chair reviewed South Africa’s educational response to climate change, noting the need for a more systemic, inter-sectoral approach to climate change education, training and public awareness. The Chair, working with Dr Ramsarup at Wits REAL, completed research and drafting of the **South African Environmental Education and Training Strategy and Action Plan**, which was presented to Working Group 3 of the Department of Environmental Affairs, and is now being ratified at provincial levels before final national approval. Locally, the Chair’s **Amanzi for Food** research programme continued to strengthen knowledge of new models of vocational education and training, leading to a new research programme which was signed up at the end of 2018 (with Wits REAL and Nottingham University) that will investigate **VET 4.0 pedagogy and methodology in Africa,** .

The **Green Skills** research programme is coordinated jointly by **Prof Eureta Rosenberg, Chair of Environment and Sustainability Education in the ELRC**, with the Centre for Researching Education and Labour at Wits University, where Rhodes graduate Dr Presha Ramsarup took up the directorship in 2018. **Prof Rosenberg**, Dr Ramsarup and **Distinguished Prof Lotz-Sisitka** received a joint book contract by *Taylor and Francis* to publish this research. Related publications include a paper on implications for higher education (Rosenberg, E., Lotz-Sisitka, H. and Ramsarup, P. 2018. The green economy learning assessment South Africa. Higher Education, Skills and Work-Based Learning. In *Higher Education, Skills and Work-Based Learning*, 8(3), 243-258, <https://doi.org/10.1108/HESWBL-03-2018-0041>) and a book chapter focussing on the skills dimensions of just social transitions to green economies (Ramsarup, P., Rosenberg, E., Lotz-Sisitka, H. and Jenkin, N. 2018. Green Skills: Transformative Niches for Greening Work. Chapter 8 in: Mohamed, N. (Ed). *Sustainability Transitions in South Africa*, pp. 145-165. Routledge, London). This programme also produced several proposals that fed into the build-up to the Presidential Job Summit (including Rosenberg, E. 2018. Building system capacity to create jobs: A social action learning model for all job creation initiatives. NEDLAC Jobs Summit Colloquium, 10 July 2018, DBSA). **Prof Rosenberg** also presented this work at the Green Economy Learning Forum in Paris. This meeting at the OECD was combined with several Green Economy Knowledge Forum events.

The **Evaluation Research Programme** involved collaboration between the Chair in Environment and Sustainability Education, **Prof Rosenberg,** and Environmental Science at Rhodes University in the development of a research-based Participatory Monitoring, Evaluation, Reflection and Learning framework for a landscape restoration and citizen engagement programme in the Tsitsa basin in the north-eastern Eastern Cape. **Prof Rosenberg** presented on the Tsitsa research at the international *Adaptation Futures* Conference in Cape Town (Rosenberg, E. with Biggs, H., Palmer, T. and Cockburn, J. 2018. NLEIP Ecological Infrastructure Programme: The Learning Journey. In a session on Collaborative thinking and collective intelligence on nature based solutions for climate change adaptation and disaster risk reduction. *Adaptation Futures Conference*, 19 June 2018, Cape Town). A paper capturing lessons learnt, led by post-doc Dr Jessica Cockburn (hosted by the Chair) was published in the journal *Land* (Cockburn, J., Palmer, C.G., Biggs, H. and Rosenberg, E. 2018. Navigating multiple tensions for engaged praxis in a complex social-ecological system. *Land*, 7, 129. <https://www.mdpi.com/2073-445X/7/4/129>) The Tsitsa Project provides research opportunities for students and staff.

Building on her **Evaluation Research Programme**, Prof Rosenberg was in 2018 awarded a second Research Chair funded by BANKSETA and ServiceSETA to the value of R4,5 million. Its aim is to produce an overarching monitoring and evaluation framework for SETAs, with methods, guidelines and capacity development processes. These will eventually be incorporated in a Capstone Course and Short Course modules to be offered by Rhodes in partnership with the Centre for Learning, Evaluation and Research for Anglophone Africa, CLEAR-AA at Wits. The Environmental Learning Research Centre is making efforts to communicate their research through the Rhodes website as well as social media, with active Twitter accounts in place for @EuretaRose, @RU\_elrc2, @GreenSkills\_za and @SAJEE\_EEJournal.

The NRF Mathematics Education Chair held by **Prof Marc Schäfer** continues to be busy and productive in its endeavors to research and generate new insights and knowledge about visualization processes in Mathematics Education. The research is very multilayered and themed around five major areas: Visualization and cognition; Visualization and pedagogy; Visualization and mathematising; Visualisation and technology; and Visualization and language. Scholars linked with the Chair are located across South Africa, Namibia and Zambia, mostly framing their research projects within a school context, and centred on an intervention programme that involves either learners or teachers, or a combination of both. Each of the 8 PhD scholars’ research projects is intricately intertwined with a community development initiative to such an extent that the community development site doubles up as the empirical field of the individual project. The rationale behind this model is that this research work has community impact and benefit and the lessons learned from the community involvement contributes to a wider understanding of teacher development and best practice in the Southern African Region. Through this PhD network of communities of practice, the Chair reaches out to approximately 50 mathematics teachers and 1500 learners. A similar model with the current 13 MEd student applies. 1 PhD scholar and 5 MEd students completed in 2018.

The South African Numeracy Chair led by **Prof Mellony Graven** continued with and completed the Early Numeracy Inquiry Community of Leader Educators (eNICLE) programme started in 2017. In 2017, the Chair designed and began a 10-session, research informed early numeracy development programme for local Grade 1 and 2 teachers based around a research informed ‘early number resource kit’. This kit has been provided to all participating teachers for use in their Grade 1 and 2 classrooms. The materials have since been made freely available to DoE District staff and other NGOs who may wish to run the programme with non-participant schools and teachers and beyond. In 2018 the remaining six sessions with 50 teachers from 14 schools were carried out.

The Chair’s Family Math Story Time project ran several math story time professional development sessions in a remote rural Aboriginal Australian school, with Foundation Phase teacher aids and teachers/some parents, collaborating with Prof Robyn Jorgensen from the University of Canberra. In addition to these, 12 Maths Clubs, which are part of the work with the Vestas Empowerment Trust, were started in 2018. All had new learners, totalling 127 learners. This is a big increase in numbers of clubs and learners that were involved in the previous year (6 clubs and 58 learners in 2017). The Chair also introduced Maths Club website in collaboration with other organisations around South Africa. Organisations such as Olico, Axium Education, Wits Maths Connect and Kelello, SANC (through **Debbie Stott**) played a leading role in the conceptualisation and creation of these new Maths Clubs website. The idea behind the website is that resources and activities used by all organisations that run clubs for Grade 1 to 6 learners can be shared freely.

As a result of the extensive collaboration between **Prof Graven** and post doc **Pam Vale** and Jana Visnovska (UQ Australia) and Jose Cortine (Mexico), the Chair has developed a Measurement Story Book (research informed and carefully structured based on established research and teaching sequence) for use with Intermediate Phase learners and teachers. This will form the basis of further research and development work. In December 2018 **Prof Graven** and Dr Visnovska trialled the storybook with a group of Australian learners and their facilitators. In 2019 the book will be trialled with Eastern Cape learners and teachers. **Prof Graven** was invited to Chair the ICME plenary panel for the ICME congress to be held in Shanghai in 2020. The Plenary is on *Math in global education reform: Conversations that need to happen.* ICME is the largest gathering of mathematics educators in the world and attracts more than 4000 delegates, and is held only every four years.

As members of an international partnership of Education for Sustainable Development teacher educators (ESD Innovate), **Professor Ingrid Schudel** and **Ms Zintle Songqwaru** were part of the organising committee of the bi-annual International Network of Teacher Education Institutions (INTEI) conference. This was an online conference held from 13-15 November, 2018. Starting in 2000, the UNESCO Chair in Reorienting Education towards Sustainability, has facilitated biennial meetings in Canada, South Africa, Sweden, Finland, Turkey, Paris, Canada, Japan, and Sweden. Over the years, INTEI grew from about 35 TEIs in 34 countries to approximately 300 TEIs and affiliated organizations in more than 70 countries. The 2018 conference was ground-breaking as the first online INTEI conference, a meeting illustrating that it is possible to curb the ecological footprint of international events while still facilitating lively international dialogue and collaboration.

In April 2018, **the Environmental Learning Research Centre**, hosted the leader of the CYLCES Research Project – Professor Bronwyn Hayward from the University of Canterbury, Christ Church, New Zealand. CYCLES is an international comparative study of the lifestyles and embedded experience of young people aged 12-24 in urban communities. Makhanda is one of seven cities represented in this studies, with comparative studies being conducted in the New Zealand, United Kingdom, India, Bangladesh, Japan and Brazil. In July 2018, Masters student **Ms Lona Musiyiwa** participated in a CYCES research planning meeting at the Centre for Understanding of Sustainable Prosperity (CUSP) in Surrey, UK. In November, 2018, **Associate Professor** **Ingrid Schudel** and Masters student, **Ms Live Matiwane** travelled to Surrey, UK to participate in the finalisation of Stage 1 of this same project. During this visit they attended the opening of an exhibition of photographs curated by the project in London (The Foundry): https://www.cusp.ac.uk/themes/s1/cycles\_london-nov-jan/. This exhibition included photographs taken by Makhanda youth representing their lives in our small city.

**Professor Emmanuel Mfanafuthi Mgqwashu**

**Head of Department**

Books/Chapters/Monographs

**Engestrom, Y. and Sannino, A.**

Francisco, R., Klein, A.Z., **Engestrom, Y.** and **Sannino, A.** (2018) Knowledge on the move: Expansive learning among mobile workers. In: Kolbaek, D. (ed.). *Online Collaboration and Communication in Contemporary Organizations*. USA: IGI Global. p.179-200. ISBN: 9781522540946.

**Grant, C.**

**Grant, C.** (2018) Success and failure in two postgraduate research learning spaces: An activity theoretical analysis. In: Bitzer, E., Frick, L., Fourie-Malherbe, M. and Pyhalto, K. (eds.). *Spaces, journeys and new horizons for postgraduate supervision*. Stellenbosch: SUN PRESS. p.29-43. ISBN: 9781928357803.

**Grant, C.**, Naicker, I. and Pillay, S. (2018) Expansive teacher leadership in deprived school contexts. In: *Leadership that works in deprived school contexts of South Africa*. New York: Nova science publishers. p.11-35. ISBN: 9781536130614.

**McGarry, D.**

**McGarry, D.** (2018) Introduction: Empatheatre in Durban South Africa. In: *Ulwembu: A Play*. Johannesburg: Wits University Press. p.15-28. ISBN: 9781776141951.

**Ngcoza, K.M. and Kuhlane, Z.**

Oeftering, T., **Ngcoza, K.M.** and **Kuhlane, Z.** (2018) Citizenship education in South Africa and German - insights in a binational research project. In: Mollers, L. and Manzel, S. (eds.). *Populismus and Politische Bildung*. Frankfurt: WOCHENSCHAU Verlag. p.163-170. ISBN: 9783734406812.

**Nkomo, S.A.**

**Nkomo, S.A.** and **Mbelani, M.** (2018) Transforming educational inequality through a responsive reading programme: Exploring innovative literacy practices in two Grade 3 classes. In: Nomlomo, V., Desai, Z. and September, J. (eds.). *From Words to ideas: The role of literacy in enhancing young children's development*. Cape Town: University of the Western Cape, Faculty of Education and British Council South Africa. p.52-69. ISBN: 9780620809030.

**O'Donoghue, R.**

Juan Carlos, A., Rivera, S., Zuany, G.M. and **O'Donoghue, R.** (2018) Mediating Traditional Ecological Knowledge Through Participatory Documentary: Emerging Educational Strategies for Sustainability in Southern Mexico. In: Filho, W.L., Noyola-Cherpite, R., Medellín-Milán, P. and Vargas, V.R. (eds.). *Sustainable Development Research and Practice in Mexico and Selected Latin American Countries*. New York London: Springer. p.315-326. ISBN: 9783319705590.

**O'Donoghue, R.**, Taylor, J. and Venter, V. (2018) How are learning and training environments transforming with ESD. In: Leicht, A., Heiss, J. and Byun, W.J. (eds.). *Issues and trends in Education for Sustainable Development*. France: UNESCO Publishing. p.111-132. ISBN: 9789231002441.

**Pesanayi, V.T.**

**Pesanayi, V.T.** and Lupele, C. (2018) Accelerating sustainable solutions at the local level. In: Leicht, A., Heiss, J. and Byun, W.J. (eds.). *Issues and trends in Education for Sustainable Development*. France: UNESCO Publishing. p.177-196. ISBN: 9789231002441.

**Price, L.**

Bhaskar, R., Danermark, B. and **Price, L.** (2018) *Interdisciplinarity and Wellbeing: A Critical Realist General Theory of Interdisciplinarity*. London: Routledge. ISBN: 9780415496667.

**Ramsarup, P., Ward, M., Jenkin, N. and Lotz-Sisitka, H.**

**Ramsarup, P.**, **Ward, M.**, **Jenkin, N.** and **Lotz-Sisitka, H.** (2018) *Enabling Green Skills: Pathways to Sustainable Development. A Source Book to Support Skills Planning for Green Economies*. South Africa: Department of Environmental Affairs. ISBN: 9780620796057.

**Stott, D.**

**Stott, D.** (2018) Attention Catching: Connecting the space of joint and to gethering. In: Radford, L., Roth, W.M., Kadunz, G. and Presmeg, N. (eds.). *Signs of Signification Semiotics in Mathematics Education Research*. Springer Nature Switzerland. p.103-122. ISBN: 9783319702872.

**Vallabh, P.**

**Vallabh, P.** (2018) Youth on the move: intentions and tensions. In: Leicht, A., Heiss, J. and Byun, W.J. (eds.). *Issues and trends in Education for Sustainable Development*. France: UNESCO Publishing. p.157-176. ISBN: 9789231002441.

**Wilmot, D.**

**Wilmot, D.** (2018) Issues-based teaching and learning in geography. In: Van Eeden, E. and Warnich, P. (eds.). *Teaching and Learning History and Geography in the South African Classroom*. p.309-335. ISBN: 9780627035036.

**Wilmot, D.** (2018) Teacher education in South Africa after the political transition to democracy in 1994. In: Ben-Peretz, M. and Feiman-Nemser, S. (eds.). *Political Transformations and Teacher Education Programs*. United States of America: Rowman & Littlefield International. p.49-65. ISBN: 9781475814590.

Concerts, Exhibitions, Performances, Workshops, Events

**Knoetze, S., Van Der Mescht, C. and Gush, C.C.**

**Knoetze, S.**, **Van Der Mescht, C.**, **Gush, C.C.**, **Probert, T.**, Scheckle, E., Domingo, J., Childs, M. and Donaldson, R. Conference Organisation Committee Member. *Literacy Association of South Africa Annual Conference 2018*. Nelson Mandela University, Uitenhage. South Africa. 4 - 7 October 2018.

**Schafer, M.**

**Schafer, M.** Workshop Leader. Interesting and strong research topics and questions. *Invited research methodology workshop at the 6th International Conference of School of Science and Technology Education (SSTE)*. Federal University of Technology, Minna. Nigeria. 1 October - 5 January 2018.

**Schafer, M.** Leader. Writing successful grant proposals. Invited research methodology workshop. *The 6th International Conference of School of Science and Technology Education (SSTE)*. Federal University of Technology, Minna. Nigeria. 1 October - 5 January 2018.

**Schafer, M.** Keynote Address. Visualisation in the teaching and learning of mathematics and science. *6th International Conference of School of Science and Technology Education (SSTE), with theme ‘Enhancing Quality Education through Innovative Pedagogy’*. Federal University of Technology, Minna. Nigeria. 1 October - 5 January 2018.

Distinguished Visitors

**Charalampopoulou, N.**

**Dr N Charalampopoulou**. Managing Director at Feedback Environmental, *Food For Us July Collaborative Project Workshop Meeting*. July 2018.

**Martija, A**

**Professor-Dr Andoni Arenus Martija.** Profesor Laboratorio Geografía y Educación, Instituto de Geografía, Pontificia Universidad Católica de Valparaíso, Chile. Geography Education and Research. August 2018.

**Mendoza-Zuany, R.**

**Professor R Guadalupe Mendoza Zuany**. Universidad Veracruzana, Mexico, *Collaborative Environmental Education Research*. November 2018.

**Professor Merrilyn Goos**

**Professor M Goos**.University of Limerick. Editor: *Educational Studies in Mathematics*. January 2018.

**Gustafson, M.**

**Associate Professor M Gustafson**. Jönköping University, Sweden. *The Linnaes Palmer Project Lecturer Exchange*. February 2018.

**Holmberg, J.**

**Professor J Holmberg**. UNESCO Chair and Physics and Sustainability Professor. Chalmers University, Sweden, *Challenge Lab Master Class to Limpopo Basin Curriculum innovation Network December Partner Meeting in Polokwane*. December 2018.

**Rousell, C.**

**Ms C Rousell**. African Centre for Biodiversity, *Seed Sovereignty and Activism*. August 2018.

**Sandoval Rivera, J.C.A.**

**Dr JCA Sandoval Rivera**. Universidad Veracruzana, Mexico, *Collaborative Environmental Education Research. Photo Exhibition: Challenges and paradoxes of the SDG’s in indigenous contexts*. November 2018.

**Sporre, K.**

**Professor K Sporre**. Applied Educational Science. Umea University, Sweden, *PhD Teaching Block.* October 2018.

**Swanepoel, S.**

**Dr S Swanepoel**. Director of African Earth Rights and a facilitator of the Diploma in Sustainable Development programme at the Sustainability Institute (SI), *UNEP Food for Us Project Workshop*. May 2018.

**Taylor, J.**

**Dr J Taylor**. WESSA, *Citizen Sciences Collaboration Project Workshop*. October 2018.

**Vermeylen, S.**

**Dr S Vermeylen**. Chancellor's Fellow, Centre for Environmental Law and Governance, University of Strathclyde, United Kingdom. *Uncanny Lore Research Meeting with the Khoi San Council*. June 2018.

**Westermark, A.**

**Dr A Westermark**. University of Sweden, *The Linnaes Palmer Project Lecturer Exchange*. September 2018.

International Visits

**Mgqwashu, E.M. School of Education, Boston College, Chestnut Hill, MA, USA. Visiting Scholar. 22 – 26 July, 2018.**

**Mgqwashu, E.M.**

**Mgqwashu, E.M.** University of Bristol, UK, Visiting Researcher. 8 - 14 December 2018.

**Schafer, M.**

**Schafer, M.** Goethe University, Frankfurt, Germany. *Visiting Professor*. 6 - 31 March 2018.

**Schudel, I.**

**Schudel, I.,** Matiwane, L. Surrey, UK, London (The Foundry): ttps://www.cusp.ac.uk/themes/s1/cycles\_london-nov-jan/.

**Hayward, B**. University of Canterbury, Christ Church, New Zealand. In July 2018,

**Musiyiwa, L**. CYCES research meeting. Centre for Understanding of Sustainable Prosperity (CUSP). Surrey, UK. November, 2018.

**Vale, P**

**Vale, P.** Facilitating conceptual engagement with fractions through engagement in measurement activities: Reflections on a South African case study. University of Queensland School of Education Seminar. Brisbane, Australia.12 February 2018.

Other Publications

**Lotz-Sisitka, H.**

Vogel, C., **Lotz-Sisitka, H.** and McClure, A. (2018) The Geographer: The newsletter of the Royal Scottish Geographical Society (Spring 2018). In: *Narratives of transformations in Africa*. UK: Royal Scottish Geographical Society.

**Lotz-Sisitka, H. and Gumede, M.**

**Lotz-Sisitka, H.** and **Gumede, M.** (2018) Chapter 5.3 and 5.4. In: *South African Third National Communication: Under the United Nations Framework Convention on Climate Change*. South Africa: Department of Environmental Affairs.

**Matoone, K.**

**Matoone, K.** (2018) The Oppidan Press. In: *ELRC Garden Project. "Is a vegetable Garden a Solution?"* Grahamstown: Rhodes University.

**McGarry, D.**

**McGarry, D.** (2018) The Oppidan Press. In: *There is no "away? for e-waste"*. Grahamstown: Rhodes University.

**McGarry, D.** (2018) The Geographer: The Newsletter of the Royal Scottish Geographical Society. In: *Mapping for change in Ethiopia*. UK: Royal Scottish Geographical Society.

**Murray, S.R.**

**Probert, T.**, **Murray, S.R.**, Pretorius, E., **Katz, J.L.** and **Rees, S.A.** (2018) National Framework for the Teaching of Reading in African Languages in the Foundation Phase: DRAFT.

**Schudel, I**.

Kahn, A.; Braid, S.; Lodenkemper, L.; Conde, L.; & **Schudel, I**. (2018). *Teaching water: Social Sciences Grades 7–9*. Environmental Learning Research Centre, Fundisa for Change.

**Schudel, I**.

**Schudel, I**.; Songqwaru, Z. & Gustaffson, M. (2018). Realistic Evaluation of Ecological Footprinting Workshop conducted with JÖnkÖping “Global Challenges” students. Report prepared for the Linnaes Palmer Institute after teaching exchange at JÖnkÖping University, JÖnkÖping, Sweden, 16 April – 7 May, 2018.

**Ward, M., Jenkin, N., Lotz-Sisitka, H., Tantsi, T. and Durr, S.**

**Ward, M.**, **Jenkin, N.**, **Lotz-Sisitka, H.**, **Tantsi, T.** and **Durr, S.** (2018) *Food for Us: reducing food waste, supporting social learning, creating value*. South Africa.

Peer Reviewed Non-Subsidy-Earning Journal Research Publications

**O'Donoghue, R.**

Eames, C., Sund, P., Higuchi, M.I.G., Torres de Oliveira, H. and **O'Donoghue, R.** (2018) Exploring the Constitution of Environmental Education as Situated, Critical Processes of Learning and Change: A Collaborative Synthesis Across Diverse Regional Contexts. *Pesquisa em Educação Ambiental*. 13 (2018). p.42-60.

**O'Donoghue, R.** (2018) Critical Theory in Environmental Education: A Situated Review of Emerging Critical Processes for Mediating Learning-Led Change. *Pesquisa em Educação Ambiental*. 13 (2018). p.23-41.

Sandoval Rivera, J.C.A., **O'Donoghue, R.** and Shava, S. (2018) De sur a sur Tejiendo colaboraciones entre Mexico y Sudáfrica sobre educacion y sustentabilidad en contextos culturalmente diversos. *Decisio: Saberes Para La Accion en Educacion de Adultos*. 47 (2018). p.32-37.

**Olvitt, L.L. and Lotz-Sisitka, H.**

**Olvitt, L.L., Lotz-Sisitka, H., Laessoe, J. and Jorgensen, N. (2018)** Editorial: Understanding Collective Learning and Human Agency in Diverse Social, Cultural and Material Settings. *Southern African Journal of Environmental Education*. 34 (2018). p.5-13.

**Sibanda, J.**

**Sibanda, J.** (2018) Efficacy of written corrective feedback on university students' writing. *Journal of social sciences*. 45 (2). p.84-95.

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**Botha, L.J. and Baxen, J.**

**Botha, L.J.** and **Baxen, J.** (2018) Insights from South African students preparing for early childhood teaching: contexts neglected in teacher preparation. *Journal of Education for Teaching.* 44 (4). p.446-460.

**Burt, J., James, A. and Price, L.**

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**Chikiwa, C.** and **Schafer, M.** (2018) Promoting Critical Thinking in Multilingual Mathematics Classes through Questioning. *Eurasia Journal of Mathematics Science and Technology Education*. 14 (8). p.1-15.

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**Grant, C.**, **Quinn, L.** and **Vorster, J.A.** (2018) An exploratory study of Heads of Departments' responses to student calls for decolonised higher education. *Journal of Education*. 72 (2018). p.73-88.

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**Kulundu, I.**

**Kulundu, I.** (2018) Think Piece Intersectional Resonance and the Multiplicity of Being in a Polarised World. *Southern African Journal of Environmental Education*. 34 (2018). p.91-100.

**Lotz-Sisitka, H.**

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**Mavani, D., Mavani, B. and Schafer, M.**

**Mavani, D.**, **Mavani, B.** and **Schafer, M.** (2018) A Case Study of Two Selected Teachers as they Integrated Dynamic Geometry Software as a Visualisation Tool in Teaching Geometry. *African Journal of Research in Mathematics, Science and Technology Education*. 22 (3). p.297-307.

**Mukute, M. and Mudokwani, K.**

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**Rosenberg, E.**, **Lotz-Sisitka, H.** and **Ramsarup, P.** (2018) The green economy learning assessment South Africa: Lessons for higher education, skills and work-based learning. *Higher Education, Skills and Work-based Learning*. 8 (3). p.243-258.

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**Chikiwa, C.** Role of Visualisation in the Teaching and Learning of Mathematics: A Case of Solving Non-Routine Problems. *AMESA 2018: Culture meets culture, mathematics in and round us*. University of Free State, Bloemfontein. South Africa. June 2018.

**Chikiwa, C.** and Munetsi, M. Incorporating visual strategies for Conceptual Teaching and Learning of Fractions in Grade 9. *AMESA 2018: Culture meets culture, mathematics in and around us*. University of Free State, Bloemfontein. South Africa. June 2018.

**Chikiwa, C. and Schafer, M.**

**Chikiwa, C.** and **Schafer, M.** Multilingual Mathematics Teachers' Use of Verbal Language to Evoke Visual Representations. *Towards Effective Teaching and Meaningful Learning in Mathematics, Science and Technology Education*. Skukuza Camp, Kruger National Park, Mpumalanga. South Africa. October 2018.

**Chikiwa, C.** and **Schafer, M.** Code Switching as a Teaching Strategy: What are the Implications for Mathematics Teaching in Multilingual Classrooms? *Pushing sustainable and inclusive quality education through research informed practice in Mathematics, Science and Technology*. University of Botswana, Gaborone. Botswana. January 2018.

**Graven, M.**

**Graven, M.** and Jorgensen, R. Unexpected Outcomes of a Family Mathematics Story-Time Program. *MERGA 41: Making Waves, Opening Spaces*. Massey University, Auckland. New Zealand. July 2018.

**Jawahar, K.**

**Jawahar, K.** and Pop, C. A legitimation code theory perspective on work- integrated learning in South African school physical science curriculum policy. *3rd International Research Symposium on Cooperative and Work-Integrated Education*. Haus der Wirtschaft, Stuttgart, Baden-Wurttemberg. Germany. June 2018.

**Nghifimule, S.N. and Schafer, M.**

**Nghifimule, S.N.** and **Schafer, M.** Analysing the Role and Use of Visualization Objects in Textbooks in Namibia. *Pursuing sustainable and inclusive quality education through research informed practice in Mathematics, Science and Technology*. University of Botswana, Gaborone. Botswana. January 2018.

**Ramasike, L.F. and Ngcoza, K.M.**

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**Robertson, S.A. and Graven, M.**

**Robertson, S.A.** and **Graven, M.** Abstract: A Teacher's Challenge in Developing Mathematics Talk for Sense-Making in and Through a Second Language. *MERGA 41: Making Waves, Opening Spaces*. Massey University, Auckland. New Zealand. July 2018.

**Sibanda, L.**

**Sibanda, L.** The Linguistic Component in Mathematics Assessment and Attendant Tensions and Dilemmas: The Teachers' Experiences. *Pursuing sustainable and inclusive quality education through research informed practice in Mathematics, Science and Technology*. University of Botswana, Gaborone. Botswana. January 2018.

**Stevenson-Milln, C.**

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**Stott, D.**

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**Vale, P.**

**Vale, P.** Linguistic Complexity and Related Student Errors in Mathematical Literacy Examinations: Improving Inclusive Assessment Practices for English Language Learners. *Pursuing sustainable and inclusive quality education through research informed practice in Mathematics, Science and Technology*. University of Botswana, Gaborone. Botswana. January 2018.

**Vale, P. and Graven, M.**

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**Vale, P.** and **Graven, M.** Facilitating Conceptual Engagement with Fractions through Suspending the Use of Mathematical Terminology. *The International Group for the Psychology of Mathematics Education (PME)*. Umeå University, Umeå. Sweden. July 2018.

Research Papers Presented at Academic/Scientific Conferences (Non-peer-reviewed Proceedings)

**Chikiwa, C.**

**Chikiwa, C.** Understanding teacher language and visualization processes in advancing mathematical thinking in multilingual classes. *The 6th International Conference of School of Science and Technology Education (SSTE)*. Federal University of Technology, Minna. Nigeria. October 2018.

**Chikiwa, C.** Teaching mathematics using visual models (grades 6 to 9): The case of fractions in South Africa and Namibia. *South Africa International Conference on Education, SAICEd*. Manhattan Hotel, Pretoria. South Africa. September 2018.

**Chikiwa, C. and Schafer, M.**

**Chikiwa, C.** and **Schafer, M.** Multilingual mathematics teachers’ use of verbal language to evoke visual representations.*9th Annual UNISA ISTE Conference on Mathematics, Science and Technology Education*. Kruger National Park, Mpumalanga. South Africa. October 2018.

**Chikiwa, S.**

**Chikiwa, S.** The role of video analysis in developing the Foundation Phase pre-service teachers’ reflective practice and mathematical knowledge for teaching. *The 26th Conference of the Southern African Association for Research in Mathematics, Science and Technology Education (SAARMSTE)*. University of Botswana, Francistown. Botswana. January 2018.

**Cockburn, J.**

**Cockburn, J.** Towards multi-stakeholder collaboration for sustainable landscapes: Lessons from the Langkloof in the Eastern Cape, South Africa. *Rhodes University Environmental Colloquium*. Rhodes University, Grahamstown. South Africa. March 2018.

**Cockburn, J.** Integrated landscape management for sustainability: Insights from diverse initiatives across South Africa. *Fountainhill Estate Research Symposium*. Wartburg, South Africa. October 2018.

**Cockburn, J. and Human, H.**

**Cockburn, J.** and **Human, H.** PMERL, learning and reflection for strategic adaptive management. *Tsitsa Project Science Management Meeting*. Nahoon, East London. South Africa. November 2018.

**Cockburn, J. and Rosenberg, E.**

**Cockburn, J.**, **Palmer, C.G.**, Biggs, H. and **Rosenberg, E.** Learning through reflexive praxis in social-ecological systems: Insights from the Tsitsa Project, Eastern Cape. *4th National Global Change Conference*. Bolivia Lodge, Polokwane. South Africa. December 2018.

**Cockburn, J.**, **Cundill, G.**, **Shackleton, S.E.** and **Rosenberg, E.** Fostering multi-stakeholder collaboration for sustainable landscapes: Insights from the Langkloof in the Eastern Cape, South Africa. *Thicket Forum*. Addo Elephant National Park, Eastern Cape. South Africa. June 2018.

**Dongwi, B.L. and Schafer, M.**

**Dongwi, B.L.** and **Schafer, M.** Visualisation and mathematical reasoning in geometry word problem solving. *Southern African Association for Research in Mathematics, Science & Technology Education (SAARMSTE)*. University of Botswana, Francistown. Botswana. January 2018.

**Durr, S.**

**Durr, S.** Exploring how mobile application projects, in small scale farming communities, can enable social learning and boundary crossing in a multi-stakeholder landscape of practice. *Environmental Education Association of Southern Africa (EEASA) Conference*. Livingstone. Zambia. September 2018.

**Grant, C.**

**Quinn, L.**, **Grant, C.** and **Vorster, J.A.** A structural enablement for heads of departments during complex and uncertain times. *Higher Education Learning and Teaching Association for Southern Africa.* Nelson Mandela University, Port Elizabeth. South Africa. November 2018.

**Graven, M.**

**Graven, M.** and Venkatakrishnan, H. Promoting teaching and learning of strategic calculation and thinking through diagnostic assessments. *Integrated Education for the Real World 5th International STEM in Education Conference*. Queensland University of Technology, Brisbane. Australia. July 2018.

**Human, H.**

**Human, H.** Developing social indicators for the evaluation of natural resource management programmes using a capabilities approach in the Eastern Cape, South Africa. *Tsitsa Project Science Management Meeting*. Nahoon, East London. South Africa. November 2018.

**Human, H. and Rosenberg, E.**

**Human, H.** and **Rosenberg, E.** Evaluating EE and ESD: A workshop to develop your programme's Theory of Change. *Environmental Education Association of Southern Africa (EEASA) Conference*. Livingstone. Zambia. September 2018.

**Ijabadeniyi, A.**

**Ijabadeniyi, A.** Land Acquisition, Resettlement and Social Sustainability. *The University of Groningen, Netherlands Winter/Summer School*. Maputo. Mozambique. August 2018.

**Ijabadeniyi, A. and Lotz-Sisitka, H.**

**Ijabadeniyi, A.**, Vanclay, F. and **Lotz-Sisitka, H.** Strengthening Inclusive Value Creation in the Sugar Industry through Social Impact Assessment. *9th Annual Interdisciplinary Postgraduate Conference*. Rhodes University, Grahamstown. South Africa. July 2018.

**Kajee, F.A.**

**Kajee, F.A.** Towards Criticality: A socially-just approach in Educational leadership and management, An overview of the literature. *Educational Management Association of South Africa*, East London, South Africa.  September, 2018.

**Kajee, F.A.** Knowledge Practices in MEd (ELM) Programmes: Do they foster social and Educational justice. *South African Educational Research Association,* Pretoria, South Africa.  October, 2018.

**Jawahar, K.**

**Jawahar, K.** and Pop, C. Knowledge-building through WIL contextualisation in the South African School's Chemistry Curriculum. *3rd WIL-AFRICA Cooperative & Work Integrated Education Conference.* Coastlands Umhlanga Convention Centre, Durban, Kwa-Zulu Natal. South Africa. July 2018.

**Long, R.**

**Long, R.** Grade R teacher identity in policy. *The 26th Conference of the Southern African Association for Research in Mathematics, Science and Technology Education (SAARMSTE)*. University of Botswana, Francistown. Botswana. January 2018.

**Lotz-Sisitka, H.**

**Lotz-Sisitka, H.** Invited Keynote: The first thing to find is Justice: Education in times of failure, risk and uncertainty. *Balaton Group Meeting*. Balatonszemes. Hungary. September 2018.

**Lotz-Sisitka, H.** T-learning in times of climate change. *South Africa-Sweden University Forum (SASUF) Research and Innovation Week*. University of Pretoria, Pretoria. South Africa. May 2018.

**Lotz-Sisitka, H.** Global Climate Change: Disruption. Stewardship and Re-imagining. Transgression @ the interface of the local/global. *International Education Association of South Africa Conference 2018*. Royal Elephant Conference Venues, Pretoria. South Africa. August 2018.

**Lotz-Sisitka, H.** Keynote Panel Presentation: Critical Realism and the Sustainable Development Goals. *International Association for Critical Realism (IACR) Conference*. Lillehammer. Norway. August 2018.

**Lotz-Sisitka, H.** Co-engaged Depth Inquiry and Expansive Learning in/as Critical Realist Research. *International Association for Critical Realism (IACR) Conference*. Lillehammer. Norway. August 2018.

**Lotz-Sisitka, H.** Keynote address: The SDGs in Africa: Turning and contradictions into learning and research opportunities. . *Future Earth Seedbeds Conference*. Port Elizabeth. South Africa. May 2018.

**Lotz-Sisitka, H.** Plenary Presentation: Review of the T-learning Programme. *Transgressive Learning in Times of Climate Change*. University of Quindio, Armenia. Columbia. June 2018.

**Lotz-Sisitka, H.** Opening Plenary Address: Sustainability Starts with Teachers. Programme Implementation Framework. *Final UNESCO Sustainability Starts with Teachers Workshop*. Johannesburg. South Africa. March 2018.

**Lotz-Sisitka, H.** Invited keynote presentation: Inclusive sustainable development in times of persistent inequality, climate change and dwindling natural resources. *Eastern Cape Research Conference*. Mpekweni, Eastern Cape. South Africa. July 2018.

**Lotz-Sisitka, H.** Guest public lecture: University responses to climate change and ESD in southern Africa. Leuphana University, Luneberg. Germany. December 2018.

**Lotz-Sisitka, H.** Invited Plenary Presentation: SARChI Chair: Global Change and Social Learning Systems. *4th Global Change National Research Conference*. Polokwane. South Africa. December 2018.

**Lotz-Sisitka, H.** Invited plenary paper: Environment and Sustainability Education Research in South Africa. Some introductory perspectives and links to the theme of (post)humanism and ESE research. *14th International Invitational Seminar on Environment and Sustainability Education Research*. Sustainability Institute, Stellenbosch. South Africa. March 2018.

**Lotz-Sisitka, H.** #Transgressive Learning in times of [Climate] Change. *Vice Chancellor's Senior Research Award Public Lecture*. Rhodes University, Grahamstown. South Africa. May 2018.

**Lotz-Sisitka, H.** Climate Change Education and Ethics. UNESCO Panel Discussion on Climate Change Ethics Education. *6th International Conference on Ethics Education (6IAEE)*. Spier Conference Centre, Stellenbosch. South Africa. October 2018.

**Lotz-Sisitka, H.** Keynote address: 'Amplify X 6': Policy Change and why we might need to think beyond policy. *African Food Sovereignty Alliance International Conference 'African Food Systems and the SDGs'*. Dakar. Senegal. November 2018.

**Lotz-Sisitka, H.** Invited keynote presentation: Public pedagogy & the stinking ontology of sh#t in the water. *Public Pedagogy and Sustainability Challenges Network Meeting*. Maynooth University, Social Science Institute, Dublin. Ireland. November 2018.

**Lotz-Sisitka, H. and Jeffrey, T.**

**Lotz-Sisitka, H.** and **Jeffrey, T.** Opening Address: HumaNature. *SA Museums Conference 2018*. NELM Museum, Grahamstown. South Africa. October 2018.

**Lotz-Sisitka, H. and Mandikonza, C.**

**Lotz-Sisitka, H.** and **Mandikonza, C.** Sustainability Starts with Teachers? Scaling reflexive praxis and agency for mainstreaming Education for Sustainable Development through mediated change-oriented professional learning. *European Conference on Educational Research 2018 (ECER) Inclusion and Exclusion, Resources for Educational Research?* Bolzano. Italy. September 2018.

**Lotz-Sisitka, H. and Pesanayi, V.T.**

**Lotz-Sisitka, H.** and **Pesanayi, V.T.** Scaling as a Generative Process of Collective Concept Formation. *European Conference on Educational Research 2018 (ECER) Inclusion and Exclusion, Resources for Educational Research?* Bolzano. Italy. September 2018.

**Lotz-Sisitka, H. and Price, L.**

**Lotz-Sisitka, H.** and **Price, L.** Critical Realism, Environmental Learning and Social-Ecological Change. Applied Critical Realism in the field of environmental education. Cheryl Frank Memorial Book Prize Lecture. *International Association for Critical Realism (IACR) Conference*. Lillehammer. Norway. August 2018.

**Lotz-Sisitka, H., Kulundu, I. and Mcgarry, D.**

**Lotz-Sisitka, H.**, **Kulundu, I.** and **Mcgarry, D.** Transgressive Learning Research. *Transformations to Sustainability Programme Meeting*. Fukuoka. Japan. September 2018.

**Lotz-Sisitka, H., Mukute, M., Mcgarry, D., Pesanayi, V.T., Mphepo, G., Belay, M. and Mudokwani, K.**

**Lotz-Sisitka, H.**, **Mukute, M.**, **Mcgarry, D.**, **Pesanayi, V.T.**, **Mphepo, G.**, **Belay, M.**, **Mudokwani, K.**, Kassaye, A. and Chiotha, S. Innovations in transgressive social learning for social ecological sustainability in times of climate change (TLearning). *Future Earth Seedbeds Conference*. Port Elizabeth. South Africa. May 2018.

**Mashakeni, A.**

**Mashakeni, A.** Enhancing critical thinking through gardening for wildlife. *SAASTEC Conference*. Venda, Limpopo. South Africa. November 2018.

**Mashakeni, A.** Enhancing critical thinking through gardening for wildlife presentation. *9th Annual NZG Research Symposium*. National Zoological Garden, Pretoria. South Africa. November 2018.

**Masuku, L.S.**

**Masuku, L.S.** In- betweenness: An example of socio-cultural intergenerational learning from South Africa. *International Janusz Korczak Association Seminar on Children's Human Rights and Children as Human Rights Defenders according to the UN Convention on the Rights of the Child*. Permanent Mission of the Republic of Poland to the United Nations, Geneva. September 2018.

**Mavani, D., Mavani, B. and Schafer, M.**

**Mavani, D.**, **Mavani, B.** and **Schafer, M.** The use of DGS as a visualisation tool in teaching of Geometry. *Southern African Association for Research in Mathematics, Science & Technology Education (SAARMSTE)*. University of Botswana, Francistown. Botswana. January 2018.

**Mavani, D.**, **Mavani, B.** and **Schafer, M.** Dynamic Geometry Software as a visualisation tool to enhance the learning of Geometry. *Southern African Association for Research in Mathematics, Science & Technology Education (SAARMSTE)*. University of Botswana, Francistown. Botswana. January 2018.

**Mellony Graven**

**Mellony Graven** and Sally-Ann Robertson.Addressing and exploring the challenges of numeracy teaching and learning in and through a second language.*Institute for the Learning Sciences and Teacher Education* (ILSTE). Australian Catholic University (ACU). 19 July 2018.

**Mellony Graven** and Jana Visnovska. Stories and mathematical learning. University of Queensland. 2 November 2018.

**Mgqwashu, E.M.**

**Mgqwashu, E.M.** Rural-University Transition in Southern Africa: preliminary research findings. Society for Research in Higher Education (SRHE) International Conference on Research into Higher Education 2018. The changing shape of higher education: Can excellence and inclusion cohabit? Celtic Manor, Newport, Wales, United Kingdom: 5-7 December 2018.

**Mgqwashu, E.M.**

**Mgqwashu, E.M.**

Reading to Learn pedagogy: just another fad? International Functional Linguistics Congress: re-imagining the future – 13 expanding resources and making connections. Boston College, Chestnut Hill, MA, USA: 19 – 21 July, 2018.

**Mgqwashu, E.M.**

**Mgqwashu, E.M.**

Rural-University Transition: What Do Students Tell Us?" 4th Annual South African National Resource Centre: First Year Experience and Students in Transition Conference". Garden Court Marine Parade, Durban: 23-24 May 2018.

**Mtati, N., Rosenberg, E. and Cockburn, J.**

**Mtati, N.**, **Rosenberg, E.**, Biggs, H. and **Cockburn, J.** Environmental monitoring as a form of Citizen Science in the Natural Resource Management Programmes (NRMPs) in South Africa. *Environmental Education Association of Southern Africa (EEASA) Conference*. Livingstone. Zambia. September 2018.

**Mukute, M. and Lotz-Sisitka, H.**

**Mukute, M.**, **Lotz-Sisitka, H.**, Odhiambo, B., Mavume, A., Monjane, A., Chingombe, W. and Glasson, A. Higher Education Curriculum Innovation for Climate Change Resilience. Limpopo Basin Curriculum Innovation Network. *4th Global Change National Research Conference*. Polokwane. South Africa. December 2018.

**O'Donoghue, R.**

**O'Donoghue, R.** Internet presentation to the North American Network: Emerging CARE rationale and tools for the SPCA\_CARE work. *Sustainability Curriculum Consortium. International Webinar*. May 2018.

**Olvitt, L.L.**

**Olvitt, L.L.** Values, Ethical Discourses and the Development of Ethico-Moral Agency: An Exploratory Case Study of a Campus Food Gardening Project. *International Association for Critical Realism (IACR) 21st Annual Conference*. Lillehammer. Norway. August 2018.

**Olvitt, L.L. and McGarry, D.**

**Olvitt, L.L.** and **McGarry, D.** Ethical framing of the Sustainable Development Goals in nexus work within the ELRC. *Rhodes University Colloquium on Research in Sustainability*. Rhodes University, Grahamstown. South Africa. March 2018.

**Pesanayi, V.T.**

**Pesanayi, V.T.** Science, Environment and Sustainable Development of Indigenous Education in southern Africa. *Symposium of Indigenous Knowledge and Quality Education: Reaching UNESCO SDGs and Education 2030*. Republic of China. October 2018.

**Pesanayi, V.T. and Matiwane, L.M.**

**Pesanayi, V.T.**, Shava, S., Ketlhoilwe, M., Moonga, M., Nkusi, M. and **Matiwane, L.M.** Indigenous Knowledges and ESD - sharing experiences from Southern Africa, an invitation to contribute to the shaping of project on Reorienting Education Systems to Improve the Lives of Indigenous and Marginalized Youth? *Environmental Education Association of Southern Africa (EEASA).* Livingstone. Zambia. September 2018.

**Price, L.**

**Price, L.** Keynote Address: Under labouring ecosystem management: the advantages of a stratified ontology for ecology. *International Association for Critical Realism (IACR*). Lillehammer. Norway. September 2018.

**Robertson, S.A. and Graven, M.**

**Robertson, S.A.** and **Graven, M.** A teacher’s challenge in developing mathematics talk for sense-making in and through a second language. *41st Annual Conference of the Mathematics Education Research Group of Australasia (MERGA)*. Massey University Albany, Auckland. New Zealand. July 2018.

**Rosenberg, E.**

**Rosenberg, E.** Keynote address: Africa's Future - In Whose Hands? *36th Annual Conference of EEASA, the Environmental Education Association of Southern Africa, Rethinking Education for Sustainable Development: A Key to Our Future*. Livingstone. Zambia. September 2018.

**Rosenberg, E.** Building system capacity to create jobs: A social action-learning model for all job creation initiatives. *NEDLAC Jobs Summit Colloquium*. Development Bank of Southern Africa, Midrand. South Africa. July 2018.

**Rosenberg, E.** Beyond individual training: Four key challenges in transforming the way current and future policy-makers learn. *UNITAR PAGE 2nd Global Forum on Green Economy Learning, held in conjunction with the Sixth GGKP Annual Conference and the 2018 0ECD Green Growth and Sustainable Development (GGSD) Forum*. Paris. France. November 2018.

**Rosenberg, E. and Cockburn, J.**

**Rosenberg, E.**, Biggs, H., **Palmer, T.** and **Cockburn, J.** NLEIP Ecological Infrastructure Programme: The Learning Journey. Presented in a session on Collaborative thinking and collective intelligence on nature-based solutions for climate change adaptation and disaster risk reduction: Reflection on actionable science. *Adaptation Futures Conference*. Cape Town. South Africa. June 2018.

**Rosenberg, E. and Ramsarup, P.**

**Rosenberg, E.** and **Ramsarup, P.** The value chain of the plastic water bottle - A new educational activity and launch of the Green Skills Enabling Workbook. *Department of Environmental Affairs Green Skills Roundtable*. Aviator Hotel, Johannesburg. South Africa. March 2018.

**Schafer, M.**

**Schafer, M.** From Data to Narrative. *9th Annual UNISA ISTE Conference on Mathematics, Science and Technology Education.* Kruger National Park, Mpumalanga. South Africa. October 2018.

**Schudel, I.**

**Schudel, I.** Workshop conducted with Jonkoping "Global Challenges" students. *Realistic Evaluation of Ecological Footprinting*. Linnaes Palmer Institute after teaching exchange at Jonkoping University, Jonkoping. Sweden. May 2018.

**Schudel, I.** (2018). Transformative learning: Dialectics in learning about nutrition in rural primary school classrooms. Panellist invited to speak at the online conference of the International Network of Teacher Education Institutions (INTEI) associated with the UNESCO Chair on Reorienting Education to Address Sustainability. 13 -15 November 2018.

**Schudel, I.** Rigour and Validity in Educational Research: Conversations with a constellation of Critical Realists. *International Association for Critical Realism (IACR) Conference*. Lillehammer. Norway. August 2018.

**Schudel, I. and Matiwane, L.M.**

**Schudel, I.** and **Matiwane, L.M.** *CYCLES Research Meeting and 'Young lives in seven cities' Exhibition*. Centre for the Understanding of Sustainable Prosperity, University of Surrey, London. United Kingdom. November 2018.

**Stevenson-Milln, C.**

**Stevenson-Milln, C.** Designing an intervention programme merging music and mathematics in foundation phase. *The 26th Conference of the Southern African Association for Research in Mathematics, Science and Technology Education (SAARMSTE)*. University of Botswana, Francistown. Botswana. January 2018.

**Stott, D.**

**Stott, D.** Can Zone Theory open space to observe student agency in learning? T*he 41st Annual Conference of the Mathematics Education Research Group of Australasia (MERGA)*. Massey University, Auckland. New Zealand. July 2018.

**Stott, D. and Baart, N.**

**Stott, D.** and **Baart, N.** Visualising grade 6 after-school mathematics club learners shifting mathematical proficiency along a spectrum of progression. *26th Conference of the Southern African Association for Research in Mathematics, Science and Technology Education (SAARMSTE)*. University of Botswana, Francistown. Botswana. January 2018.

**Thifhulufhelwi, R.**

**Thifhulufhelwi, R.**, Mponwana, W.O. and Pollard, S. The emergence of systemic adaptive governance practices for global change: From theory to practice in a trans-boundary catchment in Southern Africa. *4th National Conference on Global Change*. Polokwane. South Africa. December 2018.

**Thifhulufhelwi, R. and Chikunda, C.**

**Thifhulufhelwi, R.**, Graf, J., Mtshali, C. and **Chikunda, C.** Towards collective learning approaches for natural resource management practices in complex socio-ecological systems: the case of invasive alien plant management in the blyde catchment. *Symposium of Contemporary Conservation Practice*. KwaZulu-Natal Midlands. South Africa. November 2018.

**Vale, P. and Graven, M.**

**Vale, P.** and **Graven, M.** Using fractions as measures for reasoning about fractions: A design experiment.. *The 26th Conference of the Southern African Association for Research in Mathematics, Science and Technology Education (SAARMSTE)*. University of Botswana, Francistown. Botswana. January 2018.

Visnovska, J., Cortina, J.L., **Vale, P.** and **Graven, M.** The Role of the Story in Enabling Meaningful Mathematical Engagement in the Classroom. *The 41st annual conference of the Mathematics Education Research Group of Australasia (MERGA)*. Massey University, Auckland. New Zealand. July 2018.

**Vallabh, P.**

**Vallabh, P.** Enhancing Postgraduate Environments Colloquium. *Royal Netherlands Embassy Meeting*. Pretoria. South Africa. July 2018.

**Vallabh, P.** Citizen Science panel presentation - Seeing Science beyond the classroom and institutional convention towards communal and collaborative ownership: Opportunities and threats. *3rd Sayas Science and Society Symposium*. Port Elizabeth. South Africa. March 2018.

**Vallabh, P.** Preliminary presentation: Social Innovation Lab *Seedbeds of Transformation Conference*. Port Elizabeth. South Africa. May 2018.

**Ward, M.**

**Ward, M.** Water: From Risk to Value Creation. *Sinayo Securities Investors Conference*. Cape Town. South Africa. May 2018.

**Ward, M., Jenkin, N., Rosenberg, E. and Mclean, D.**

**Ward, M.**, **Jenkin, N.**, **Rosenberg, E.** and **Mclean, D.** Protecting and Unlocking Green Jobs through Value Adding Industries and Water Stewardship for SANParks, DEA and Jobs Fund. *Department of Environmental Affairs Green Skills Roundtable*. Aviator Hotel, Johannesburg. South Africa. March 2018.

**Westaway, L.**

**Westaway, L.** The role of reflexivity in the expression of teachers’ identities in teaching mathematics. *International Group for the Psychology of Mathematics Education (42)*. Umea University, Umea. Sweden. January 2018.

**Westaway, L. and Chikiwa, S.**

**Westaway, L.**, Davis, Z., Mathews, C., **Chikiwa, S.** and Taylor, N. A research and development project for the development of prospective primary school teachers’ competence in understanding and developing number sense. *The 26th Conference of the Southern African Association for Research in Mathematics, Science and Technology Education (SAARMSTE)*. University of Botswana, Francistown. Botswana. January 2018.

1. <https://www.namibian.com.na/177680/archive-read/National-maths-congress-a-success--organiser> [↑](#footnote-ref-1)