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EDITORIAL

A year ago, the new editorial team published its first edition of *Perspectives in Education* (PiE). In the past year, PiE has increased its publication output from a meagre one publication per year to four high quality publications: March, June, September and December. Annually, the March publication is earmarked as a special issue focused on a specific topic. Every issue carries a minimum of 20 articles of good quality covering a broad spectrum of educational topics of relevance. We are also extremely proud that *Perspectives in Education* is listed on the ICI World of Journals list and has recently been included on the DOAJ while remaining included on the IBSS, Scopus and DHET lists. Because of our listing we are deemed accredited nationally and in many overseas countries and have recently received articles for publication from Russia, Morocco, Poland, USA, Australia, Lesotho, Zimbabwe as well as numerous other countries.

In this issue our lead article is by Oron Jackson (University of Redlands) and Matthew Witenstein (University of Dayton) and addresses the need to create research spaces for underserved communities. The paper is aimed at engaging researchers and practitioners in an intellectual dialog that may contribute to the ever-expanding research on intersectionality to include the United States, European Union, South Africa and other global communities. It is argued that intersectionality has extended beyond the tenets of race, gender and class to include queer communities, religious issues, literacy concerns, pedagogical styles, etc. The article encourages discourse and provides a roadmap to examine intersectionality's expansion critically and how that expansion can aid in improving the lives of K–12 public education students on an international scale. Moreover, the paper addresses whether intersectionality or its expansion served as a pivotal voice for marginalised communities and structures domestically and abroad.

In this issue of PIE, we also devote a large part to the increasing importance of research in higher education. The articles explore several important aspects ranging from the aspirations of post-school youth (Devika Naidoo) and the school-university mathematics skills gap (Ilsa Basson and Madri Jankowitz) to very specific curriculum aspects. Ethel Abe Vitallis Chikoko and Stella Lubinga discuss the link between outcomes expectancy and career decision-making

self-efficacy of STEM students in a South African university. Nozuko Mbutho tackles the thorny issue of plagiarism and explores the literature on undergraduate and postgraduate student perspectives of plagiarism and related concepts in a global context. Her findings shed important insight on how students perceive plagiarism.

This issue also includes two articles dealing with teaching and learning in Health Sciences. In the first, Reina Abraham looks at how to adapt the delivery of clinical skills remotely while Róan Slabbert and Jeannette du Plessis explore quality assurance of peer assisted learning of health sciences extended curriculum students. We also carry two articles on universities of technology in which we explore low research productivity in these institutions (Isaac Abe and Virimai Mugobo) and the issue of knowledge and specialism in curricula of professional and sectorial fields of practices (Isaac Ntshoe and Ntsoaki Malebo). A key indicator of the academic worth, value and development of a university is its research capacity and publications. The universities of technology that merged from former technikons have been poorly ranked due to low research performance and these articles therefore constitute an important development in terms of their research productivity.

The articles on curriculum aspects in higher education are making an important contribution in terms of the development of teaching and learning in higher education. The articles look at the landscape architecture pedagogy (Christine Price and Arlene Archer); success rates of third-year Accounting conversion students (Sophia Brink and Mareli Rossouw) and the attitudes of students towards Sesotho modules (Soyiso Khetoa and Sara Motsei).

The second half of the issue focuses more on school education and the management thereof. We start with an interesting and thought-provoking article on the manifestations and effects of patriarchy in female-led secondary schools in South Africa (Makuena Bereng and Edmore Mutekwe). It shows how strong patriarchy still features in schools. Kabelo Moloantoa and Stephan Geyer report on research undertaken into a work-based support programme for teachers using Maslow's Hierarchy of needs as theoretical lens. The findings supported existing literature that states that teachers face numerous malleable workplace challenges such as learner indiscipline, parental disengagement, overcrowded classrooms, considerable administrative work and burnout.

This issue also carries four articles on Foundation Phase teaching. For many years this was a very neglected research field and it is good to see that research in foundation phase teaching is really taking off. Two of the articles focus on inclusive education in this phase and the challenges of its implementation (Yolanda Mpu and Emmanuel Adu) and, secondly, teachers' attitudes towards the inclusion of learners who experience barriers to learning in their classrooms (Mahlapahlapana Themane, Joel Mamabolo and Medwin Sepadi). The other two foundation phase articles look at literacy development. Roy Venketsamy and Sophia Sibanda report on their research on the strategies teachers use to develop literacy skills among English First Additional Language learners, while Schmidt, Condy and Tiba explore higher-order comprehension skills required to understand text. The aim of this study was to explicitly teach higher-order reading comprehension strategies to a Grade 2 learner who could not read for meaning.

We also include some articles on learners with barriers to learning. Maximus Sefotho and Charity Onyishi introduce us to the challenges faced by learners with autism spectrum disorder (ASD) and their families in these learners' school transition at different levels. Kolobe and

Mihai tackle the impact of ICT as an intervention tool for progressed learners in teaching and learning of English First Additional Language (FAL) comprehension in the intermediate phase.

Mosimege and Winnaar assert that teachers use a variety of instructional strategies when they teach various mathematical topics and concepts. Some of these strategies have been found to positively affect the performance of learners, while others do not. The research reported on analysed data from the Trends in International Mathematics and Science Studies (TIMSS) 2015 study in which the teachers indicated the instructional strategies that they used in the mathematics classrooms.

The final article in this volume deals with the very sensitive aspects in African culture. Nomawonga Msutwana reminds us that African women in the Xhosa culture used to hold powerful positions in the sexuality arena. This has changed in contemporary Xhosa culture, where they take up submissive roles. This is especially so in the teaching of certain aspects of sexuality, as Xhosa women are not supposed to give guidance in the sexuality of their male learners. In the article Msutwana discusses strategies used to explore Xhosa Life Orientation, Life Sciences and Natural Sciences teachers' views of the meaningful teaching of sexuality education to Xhosa learners.

As has become tradition, we close with a book review done by Saloshna Vandeyar of the book ***Teacher education for transformative agency: Critical perspectives on design, content and pedagogy*** by Carina America, Nazeem Edwards and Maureen Robinson. In the book the authors recognise the need to foreground the voices of teacher educators and highlighting successful practices in culture-rich classrooms. Hence, the focus of the book is on educational practices that inspire, encourage and revive. The book foregrounds the role of auto-ethnography in the telling of transformative stories by teacher educators that possess the knowledge and vocabulary to articulate these experiences largely within a critical pedagogy frame.

I trust that you will find this issue of *Perspectives in Education* insightful and enriching and that it will impact on improved education practices in the long run that are grounded in the research reported in this issue.