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Editorial

The UNICEF report, *Life in Lockdown*, published in October 2021 claimed that "although there were negative impacts, especially due to social isolation and loss of learning and networks, there were many positive outcomes and perceived opportunities, especially related to quality time with family, online learning, and time for recreation". From initial research done on the pandemic the use of digital technology during the pandemic provided social connectedness, remote learning opportunities, and a way to cope with isolation and stress. The UNICEF report claims engaging in positive coping strategies, prosocial behaviours and online learning opportunities have been key factors in building children's resilience during this time. In this issue of PiE the first three articles focus on the impact of COVID-19 on education.

In the first article, Ventketsamy and Hu explore school leaders' responsibilities for ensuring safe schools for teaching and learning during COVID-19. Their findings highlighted the importance of establishing an emergency School Management Team to be the COVID-19 point of contact, implementing social distancing, frequent sanitising, mask-wearing, daily screening, encouraging flexible school times and promoting the outdoor classroom. Annemie Grobler's research investigated teachers' experiences of parents' involvement in Foundation Phase learning during the COVID-19 pandemic. She reported that teachers deemed parental involvement essential in i) providing technological support for their children; and ii) interpreting the tasks set for their Grade 1 learners. Barriers to effective communication as perceived by teachers were i) the language barrier where parents were unable to speak the language of learning and teaching of the school; ii) the digital divide posed by parents without effective digital support; and iii) the schooling level of parents who could not interpret the assignments for their children. Antonia Makina focused her research on students experiences of demotivating online formative assessment strategies at an open distance learning university. Students identified seven demotivating online formative assessment strategies that should be taken note of.

The next group of articles explore several perspectives regarding the experiences of teacher educators managing teaching and learning during times of crises and how young

learners establish their learning practices in their environmental space. We also look at how the environment in which learners learn and the technology at their disposal influence their learning experiences. In reading through these it is realised how important it is to engage learners in positive coping strategies, prosocial behaviours and online learning opportunities as essential factors in building children's resilience during times of crisis, and how these need to be highlighted and harnessed through greater investment in mental health promotion and prevention interventions. We hope that you will find this issue of Perspectives in Education insightful and enriching and that it will contribute to the discourse in education in various meaningful ways. Enjoy the reading.