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Editorial

This issue of *Perspective in Education* represents ongoing debates and paradigmatic conversations across a myriad of different educational platforms, levels and disciplines, both locally and internationally. As the editors, we are pleased to articulate, through this issue, the different perspectives and collaborations that have accumulated to form this body of knowledge. The issue draws on disciplinary and interdisciplinary research that spans across primary, secondary and higher education contexts illustrating the interconnected nature of knowledge across the lifespan. Furthermore, the papers in this issue bring out the various connections between, for example, topics in Educational Psychology, Curriculum Studies and Education Policy making them central to the creation of a thematic whole within this issue, and underscoring the importance of collaborative research in understanding current issues and debates in education. Readers are thus provided with the chance to reflect on how these issues, conversations and perspectives form a cohesive whole across these disciplinary boundaries and platforms.

The first three articles privilege various issues and perspectives centred on the discipline of Psychology of Education/Educational Psychology. The first article, Entrenching heterosexuality through language in South African Life Orientation (LO) textbooks, by Wilmot and Naidoo, demonstrates, through a critical linguistic and discourse analysis, the manner in which Life Orientation textbooks convey heteronormative standards and in turn amplifies the discourses dominant to topics of normative sexuality representations and reproductive perspectives within textbooks used at secondary level schooling within South Africa. The second article, “You should give a child love and take them warm-heartedly from their parent”: Preschool teachers’ practice and understanding of care, by Phatudi, places the ethic of caring as central to the perspectives of preschool teachers in a township school. The author argues that the “ethic of caring” promotes the quality of learning only when viewed from a contextual perspective. The third article, titled An alternative approach to a complex issue: Youth-designed strategies for the prevention of teenage pregnancy in schools, by Hendricks and Wood, uses participatory research methods to demonstrate that the voices and subsequent involvement of youth are valuable when considering the impact and

effectiveness of programmes aimed at the intervention of teenage pregnancies that are prevalent and growing in numbers within schools.

In their article, Understanding learner attitudes towards the use of tablets in a blended learning classroom, Laher and Boshoff, take us into a project that explores how learners perceive the use of devices, such as iPads in schools. The authors argue the importance of integrating learner attitudes as a means to successfully implement and adopt electronic technologies within schooling environments, while further underscoring the importance of this research at policy and practical implementation levels. Teachers' perceptions of how they develop self-regulated learning, by Geduld, presents a case study of 14 secondary schools as a means to investigate perceptions of teachers in relation to self-regulated learning. The article advocates the importance of enhancing teachers' knowledge and use of self-regulated learning as a core means to enhance academic success. The sixth article, Aligning school discipline with the best interests of the child: Some deficits in the legislative framework, a product of the research done by Reyneke and Pretorius, again places the learner at the core of the initiatives aimed at addressing discipline in schools. The ethic of caring comes to the fore, once again, in the argument on the importance of developing a school disciplinary framework that subscribes to the best interest of the child.

The next four articles shift focus to higher educational contexts. The work of Naudé and Botha, in their article It's a Virtual Child!: Postgraduate students' experiences in a developmental psychology class, investigates postgraduate students' development within the discipline of Psychology, in relation to a web-based program *My Virtual Child*. Naudé and Botha argue that this platform of learning provides students with a comprehensive and authentic basis of learning and helps to translate theory into practice at comprehensive and relevant pragmatic levels. Aligning with Psychology within the context of university-based research, van den Berg, Jacobs and Weideman questioned why adults tend to negate therapeutic services. The article, Factors contributing to the negation of therapeutic services by emerging adults at a South African university explores the factors related to the fear of judgement, uncertainty of confidentiality, the fear of vulnerability and hurt and how help is rather sought from family and peers or religion than from therapeutic centres. In the series on higher education, Applying a humanistic pedagogy to advance and integrate humane values in a medical school environment, Jama discusses how medical school environments at universities are often perceived as impersonal spaces of heightened stress. The research advocates the need to apply a humanistic pedagogical approach and illustrates its implementation within a context of a School of Medicine at one university in South Africa. The next article, by Bhagwan, adopts a qualitative inquiry with academics and community engagement administrators in an effort to understand how community engagement is conceptualised within the higher education space. Subsequently, the article Towards a conceptual understanding of community engagement in higher education in South Africa draws on data accumulated from six South African universities and explores the four prominent themes that emerged: context, process, mutual beneficial relationship and knowledge production.

The following article by Muthama and Mckenna, The contradictory conceptions of research in historically black universities, investigates and troubles the manner in which research is conceived and the implications thereof for research output. Using critical discourse analysis, it is argued that four dominant conceptions are often contradictory to one another within historically black universities, namely research as integral to academic identity, research for social justice, research as an economic driver and research as an instrumentalist requirement for job security, promotion and incentives. In their article, Investigating the role of non-academic support systems of students completing a Master's degree in Open, Distance and e-Learning, Fynn and Janse van Vuuren explore the concept of support through connectivism theory. Specifically, the traditional linear model and rigidity of the student-supervisor relationship as a core means to distance education at postgraduate level is challenged. The authors of

this article reflect strongly on the manner in which the success and performance of students do not depend solely on the traditional conception of supervision, but instead focus on the myriad of different non-academic nodes and networks that shape student success at this level. To conclude this section on Higher Education-based research and perspectives, we include the article, Internet use among university students: A reason for concern? In the article, Geyer, Hall, le Roux and Crafford contribute to the discussion on possible risks in the use of the internet by students at a tertiary level institution. By using items from two screening instruments, viz. the Internet-Related Addictive Behaviour Inventory and the Problematic Internet Use Questionnaire, the authors examine the nature and impact of internet usage among students at a tertiary level institution and conclude that the students scored low on indicators of problematic internet use (PIU) except on two items that could indicate potential risk areas. In the final section, the authors engage with suggestions on evidence-based intervention strategies to prevent, treat and manage PIUs among this population group.

The final two articles bring us full circle and return to secondary schooling level research and perspectives. The first of the final two articles, The promotion of sustainable environmental education by the Zimbabwe Ordinary level science syllabi, authored by Tsakeni, adopts a mixed method approach to explore a case study of a rural school in the Murewa district in Zimbabwe as a means to engage with place-based education within physical sciences. The recommendations of the study include the need for such approaches to be emphasised within environmental education, education for sustainable development, as well as during assessment practices. In the final article of this issue, Overcoming language barriers: Lessons learnt from migrant children, Ke and Shandu reflect through a lens of agency on the literature underscoring high school achievement of migrant children in spite of language barriers. The authors draw on the important need to consider non-conventional factors, specifically beyond the normative lens of social economic status, such as aspirations, expectations and creativities.