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## Editorial

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The articles for this issue of *Perspectives in Education* create space within the interception between school-based research and higher education to form a pertinent point of departure for dialogues to emerge across educational platforms and disciplines. Specifically, the dialogues ensemble surpasses the boundaries of disciplines and cover content of broader application and further research stimulation. In essence, a core theme that emerges within this issue pertains to questioning the “how” of teaching, assessing and research methodologies and encapsulates perspectives reminiscent of “how can things be done differently?” Several articles in this issue capture new perspectives on often decontextualised or outdated ways of “doing”, focusing the reader on how inflexible methods of doing are not necessarily of optimal use within every context nor for every educator or researcher. These authors reflect on the need for modern-day adaptation to strengthen research practice and pedagogies dynamically. Further articles see authors call for the need to re-conceptualise and revitalise core aspects of “doing”, spanning from institutional level through to the methods and concepts underlying disciplines and research itself. The bridge between school-level education and higher education spheres of research and teaching is furthermore of note, as this link reflects the inextricably connected nature and fusion between the two platforms and their respective stakeholders. This in turn continuously reminds us about the importance of collaboration and cooperation across not only disciplines, but also educational platforms.

The first article reveals the link between schools and higher education institutions through pre-service teacher induction. Moosa and Rembach commence the discussion in their article “*Voices from the classroom: Pre-service teachers’ interactions with supervising teachers*” and explore an often overlooked yet critical part of the teacher induction processes. The study is grounded in the lens of how voice is conceptualised in terms of the practical, epistemological and ontological. The authors established that pre-service teachers found supervising teachers to focus on teaching as primarily rooted in administration and management duties. The manner in which the negative conceptualisation of teaching manifests in supervising teachers’ narratives carries hostile attitudes. This often deters pre-service teachers from the profession. The need to re-examine how teachers supervise pre-service teachers

is of forefront focus and recommendations are made aligned with training supervising teachers to optimally fulfil supervision-based duties.

The second article, titled *“Teaching assistants – a hit or a miss: The development of a teaching assistant programme to support academic staff at a university”* sees Cupido and Norodien-Fataar continue the conversation about support and guidance. By placing support and collaboration as imperative to lecturing and ultimately stronger student engagement, the authors focus on support structures that relate to overall student success with their study framed through Bronfenbrenner’s ecological theory. Through their participatory-based approach, the authors argue for the importance of teaching assistant programmes and the subsequent contribution teaching assistants make in relation to equity of access and success, specifically when collaboration is optimal between teaching assistants and academic staff.

As the dialogue about support and collaboration continues, Behari-Leak and Le Roux, explore, through the article titled *“Between a rock and a hard place, third space practitioners exercise agency”*, how new academic staff position themselves within spatial and institutional boundaries; framing a hybrid identity as a means to work in creative, responsive and relevant ways. Using critical discourse analysis, the authors set out to explore the “third space”, a space within which educational and academic transformation are often underlined by ambiguity by accounting for how practitioners navigate between the different contexts, residing within a space between academic support work, roles of leadership and advocacy and other roles they embody. The authors find that while resistance and struggle are central to the *third space*, they are necessary components that legitimise identity construction through critiquing and contesting the traditional roles of the institution (universities).

Reddy enters the higher education conversation with the article *“Research methods for undergraduate delivery: Evaluation of problem-based learning”*. The author draws on a key aspect of research-led institutions; this being the link between undergraduate students and research integration and competencies. Using a cross-sectional descriptive case study, the author investigates the often-complex nature of teaching research methods, specifically drawing on the teaching thereof within the realm of public health professions at undergraduate level. Through the evaluation of a research methods course based on problem-based learning, the author discusses how participants found group interaction and consultations with the instructor enjoyable while in turn they found literature review writing difficult as well as how to go about successfully selecting and integrating relevant information. Statistical concepts and terminology were further found to be problematic for participants.

Swarts, Rens and De Sousa begin the new discussion at school level with their article *“(Re)connect social and environmental responsibility to learners’ living environments: Curriculum challenges and possible solutions for teaching-learning in Life Orientation”*. This article speaks to the connected nature of learning not just between local and international contexts, but between local-centred realities and contexts of learners and teachers as well. The authors pose the question *“Do Life Orientation teachers (re)connect their teaching-learning on social and environmental responsibility with learners’ living environments to adhere to curriculum requirements of relevance and meaningfulness?”* Through the qualitative based classroom observations grounded in the topic of social and environmental responsibility, the authors draw on the difficulty teachers experience when connecting the topic with the divergent and contextually different backgrounds of learners. They conclude by discussing the need for place-based education to bridge the gap between the classroom teachings and learners’ living environments.

As the discussion continues about collaboration across contexts and spaces, Munje and Mncube reflect in turn on the vital role that parents’ involvement, or lack thereof, play within schools. In their article titled *“The lack of parent involvement as hindrance in selected public primary schools in South Africa: The voices of educators”* the authors engage with the

role parental collaboration plays within learner experiences and performances, specifically focussing on a disadvantaged community within South Africa. They found that teachers often do not consider contextual factors as mediating reasons as to why parents are not involved, causing further rupture and alienation for parents. The article concludes with the importance of empowering teachers regarding school-parent relationships as a core means to assist teachers to better understand and engage with contextual difficulties that may strain parental involvement in communities.

From crossing contextual boundaries to spanning over the interdependent nature of institutions and stakeholders, Dempster and Kirby join the conversations through their analysis of inter-rater agreement and evaluators' subsequent engagement with assessment in the article titled "*Inter-rater agreement in assigning cognitive demand to life sciences examination questions*". The authors speak to the viability of the traditional application of Bloom's taxonomy as a means to assess the standards of life sciences examination papers. Specifically, the authors found that the reliability of such standardisation is questioned when individual differences and contexts are accounted for.

Lisene and Jita expand on the discussion pertaining to modern time adaptations of traditional ways of "doing" with their article "*Exploring the integration of modern technologies in the teaching of physical science in Lesotho*". The authors investigate the knowledge of high school level physical sciences teachers, specifically in Lesotho, where the use of information and communication technologies (ICTs) has been incorporated as a required component within the curriculum. Using the technological pedagogical content knowledge model (TPACK) questionnaire they found that even though the sampled teachers lack the needed knowledge to use ICTs, this was not a deterring factor and they do use ICTs in their classroom. The question as to whether the teachers use ICTs for lesson delivery however brings to the fore whether teachers use ICTs correctly and aligned with curriculum prescriptions or whether ICTs are used to search for content and information on the part of the teachers themselves. The authors conclude with the call for more support to be made available to teachers to optimally use ICTs within the classroom context.

Gumbo, in the article "*Addressing the factors responsible for the confusion of technology education with other subject fields*" reconceptualises the manner in which technology education is perceived and represented. Specifically, the author critiques how technology education is often misunderstood and confused with other traditional subjects such as educational technology and science education. The article bridges the gap in literature (from South African perspectives) through the lens of meaningful learning in technology education and has the author enter the discussion as to how the subject and its proper conceptualisation will be beneficial not only to the field and discipline itself, but to teachers and learners as well.

In the final article, "*Analysing historical enquiry in school history textbooks*", Bharath and Bertram explore the practical application and "doing" of the history curriculum through investigating how textbooks link to the aims of learning the process of historical enquiry and understanding the related concepts. The authors found that even while textbooks sampled saw the increase of sources used between grade 7 and grade 9, there is still a lack of contextualisation. This leads to the challenge of teaching the process to developing historical thinking. The authors further note that specialised procedural knowledge only becomes apparent at grade 9 level within textbooks; thus, leading to a deficit learning platform where the aims of the official learning curriculum in South Africa are not realised at primary school level.

The articles in this issue follow the theme of reconsidering and reconceptualising traditional ways of teaching and research that may have rigidly become inflexible to the needed contextual change and modern imperatives. At the core of teaching and research, there is furthermore the call to not become entangled within theory and thus the question as to "how can things be done differently?" moves toward innovative ways of also considering the "doing" thereof.

For this reason, the articles collectively span across disciplines and educational platforms and reflect the manner in which a unified link across boundaries are critical in establishing a socially-just way of “doing”, reflecting different contexts and adding value to research expanding on the challenges characterising the cultural relativity of South Africa and global education imperatives. This issue considers theory and practice, encompassing schooling level as well as the higher education sector, while accounting for a multiplicity of stakeholders who work in conjunction toward establishing a socially just and transformation-based culture of “doing”.