



FOSTERING SCHOLARSHIP, INCLUSION, AND EDUCATIONAL TRANSFORMATION

NEWSLETTER

VOL. 1, ISSUE 5

Southern African Association for Research in Mathematics, Science and Technology Education (SAARMSTE) EC Chapter Virtual Colloquium Hosted by the Department of Mathematics, Science and Technology Education



Department of Mathematics Science and Technology Education hosts

VIRTUAL COLLOQUIUM 2026

SUPPORTING RESEARCH INITIATIVES
AT THE GRASSROOTS LEVEL
AND BEYOND

1ST MAY 2026



The Department of Mathematics, Science and Technology Education (MSTE) at iYunivesithi Walter Sisulu successfully hosted the first 2026 SAARMSTE Eastern Cape Chapter Virtual Colloquium on 1 May 2026 under the theme, "Supporting Research Initiatives at Grassroots Level and Beyond."

The colloquium brought together postgraduate students, emerging researchers, academics, and education stakeholders from various institutions to engage in scholarly discussions aimed at strengthening research culture and collaboration within

STEM education. The programme featured a plenary address by Dr Nomzamo Xaba from the University of KwaZulu-Natal titled "From Margins to Centre: Advancing Indigenous Knowledge as a Collective Pedagogical Practice in STEM Education."

Participants presented research on diverse topics, including indigenous knowledge systems, mathematics and science education, climate change education, epistemic cognition, teacher professional development, and curriculum transformation. The colloquium also included a guest presentation by Dr Xolani Mayana from the Department of Education, who reflected on STEM disciplines "on the ground and in the field."

The event demonstrated the Faculty of Education's continued commitment to promoting research engagement, supporting emerging scholars, and advancing meaningful academic dialogue within the Eastern Cape and beyond.

Training and Resources in Research Ethics Evaluation (TRREE) Certification

On 14 May 2026, the faculty conducted its third Training and Resources in Research Ethics Evaluation (TRREE) workshop for the year, in response to urgent requirements from the Human Research Ethics Committee (HREC). The workshop was attended by 90 staff members and postgraduate students, who were guided through the process of completing the TRREE modules and obtaining the required certification. This initiative contributed to ensuring that researchers remain compliant with institutional research ethics standards, while also strengthening awareness and understanding of ethical research practices across the faculty



A FREE CERTIFICATED COURSE

**TRAINING AND
RESOURCES
IN RESEARCH ETHICS
EVALUATION**



Dr T. Saziwa
Adult and Education
Foundation Department



Dr Z. Seleke
Business Management
Education Department



Prof B. Makena
Continuing Professional Teacher
Education Department



Ms N. Ndamase
Humanities and Creative Arts
Education Department



Dr N. Mtsi
Initial Primary Teacher
Education Department



Mr T. Sihele
Mathematics, Science, and
Technology Education Department

FACULTY OF EDUCATION ANNOUNCES NEW AND CONTINUING HOD APPOINTMENTS

On 11 May, the Faculty of Education announced updates to its departmental leadership following recent changes within the faculty. The Deanery expressed appreciation to former Heads of Department, Dr Buka and Dr Magadla, for their dedicated service and valuable contributions during their tenure.

The faculty also welcomed both newly appointed and continuing Heads of Department, who will continue advancing the faculty's mandate for teaching, research, and community engagement.

The faculty congratulates all HoDs on their appointments and leadership roles and looks forward to their continued contribution towards academic excellence and institutional growth.

Academic Advising Activities

The Academic Advising Office continued its commitment to student success during May 2026 through a series of developmental workshops aimed at enhancing academic and career readiness across the Faculty of Education.

MAY
08

CV Writing and Personal
Branding

Level 3 students from both the Komani and Mthatha sites participated in an online workshop on CV Writing and Personal Branding. The session focused on equipping students with essential work-readiness skills, including the development of professional curricula vitae and strategies for establishing a strong personal brand. A total of 50 third-year students attended the workshop.

MAY
27

Exam Preparation
Workshop

In preparation for the examination period, an Exam Preparation Workshop was presented online for Level 1 students. The workshop was particularly beneficial for students preparing to write the Communication Skills examination, many of whom will be experiencing university examinations for the first time. The session provided practical study and examination tips while also addressing strategies for managing examination-related anxiety. Attendance for this workshop was 259 first-year students.

Collectively, these academic advising initiatives reached 359 students across the Komani and Mthatha sites during the month, contributing to both academic success and graduate employability.

The faculty celebrates 2025 Graduates



The faculty proudly celebrated the achievements of its graduates during the May Graduation Ceremonies held on 5 May 2025 in Mthatha and on 7 May 2025 in Komani. The ceremonies marked a significant milestone for students who successfully completed their qualifications across a wide range of education programmes.

A total of 1 920 graduates were conferred with qualifications. The graduations reflected the faculty's continued commitment to producing skilled, professional, and socially responsive educators who will contribute meaningfully to the development of the education sector and broader society. The graduation ceremonies were a moment of pride and celebration not only for the graduates, but also for their families, lecturers, support staff, and the entire iYunivesithi Walter Sisulu community who contributed to their academic journeys and success.

The Faculty of Education congratulates all graduates on this remarkable achievement and wishes them success in their future endeavours. "Ntinga Ntakandini", may you go well and prosper in your future journeys.

Qualification	No.
Undergraduates	1768
Postgraduates	152
TOTAL	1920

Disability Awareness Courageous Conversation



The Faculty Disability Committee hosted an online Disability Awareness Courageous Conversation on 13 May 2026 under the theme "Learning Without Limits: Promoting Inclusive Education and Equal Opportunities for All." The event aimed to promote disability awareness, inclusive teaching practices, and equal opportunities for students with disabilities in higher education.

The programme featured presentations by Prof B. Diale from Sol Plaatje University on neurodiversity and invisible disabilities, and Prof D. Mahlo from UNISA on supporting students with visible disabilities through inclusive teaching and accessible learning environments.

The discussions highlighted the importance of strengthening disability support services, improving accessibility, enhancing staff development on inclusive pedagogy, and fostering institutional policies that promote

equitable access, participation, and academic success for all students. The event reaffirmed the institution's commitment to creating an inclusive and supportive learning environment.

SCHOLARSHIP OF TEACHING AND LEARNING WEBINAR



The faculty successfully hosted a Scholarship of Teaching and Learning (SoTL) Webinar on 15 May 2026 via Microsoft Teams. Organised by the Faculty's SoTL Committee, the webinar was held under the theme, "An Overview of the Scholarship of Teaching and Learning: What it Means for Academics."

The webinar formed part of the faculty's ongoing commitment to enhancing teaching excellence, scholarly practice, and academic development. Participants from across the institution engaged in insightful discussions on the role of the Scholarship of Teaching and Learning in improving teaching practices and advancing student success.

The programme featured presentations by Dr M. Mbodila and Prof B. Addam, who provided valuable perspectives on the meaning, significance, and application of SoTL within higher education. Their presentations highlighted how academics can use scholarly inquiry to enhance teaching effectiveness, contribute to educational research, and strengthen student learning experiences.

The successful webinar reaffirmed the Faculty of Education's commitment to fostering a culture of reflective teaching, continuous professional development, and evidence-based educational practice.

FACULTY MEMBERS PARTICIPATE IN CALT WRITING RETREAT

Faculty staff members recently participated in the CALT Writing Retreat from 14-16 May 2026. The retreat, coordinated by the Centre for Advanced Language Teaching (CALT) at the University of the Western Cape and co-funded by the European Union, aimed to strengthen draft research papers into publishable isiXhosa journal articles, produce journal-ready manuscripts, and foster a collaborative writing community.

The programme provided participants with dedicated writing time, facilitator consultations, peer discussions, and critical review sessions. Writers shared their research focus areas, received guidance on common weaknesses in academic papers, and explored publication opportunities in journals that publish isiXhosa scholarship.

A highlight of the retreat was the draft paper presentation session, where participants presented their research purpose, methodology, findings, and contribution to knowledge, receiving constructive feedback from peers and facilitators. The retreat concluded with publication planning activities, enabling participants to identify revision priorities, establish accountability partnerships, and set submission timelines.

The faculty commends all participants for their commitment to advancing indigenous language scholarship and contributing to the growing body of research published in isiXhosa.



Second Ordinary Faculty Board Meeting

The faculty successfully convened its Second Ordinary Faculty Board Meeting for 2026 on 18 May 2026. The meeting brought together faculty leadership, academic staff representatives, support departments, and student representatives to deliberate on matters central to the faculty's academic and strategic functioning. The meeting provided an important platform for collective decision-making, collaboration, and governance within the faculty. Faculty Board members reaffirmed their commitment to academic excellence, student success, and the continued advancement of the Faculty of Education's strategic goals. The faculty extends its appreciation to all Board members for their valuable contributions and ongoing dedication to strengthening the faculty's work.

INNOVATIVE JOURNAL
OF
AFRICAN EDUCATION

IJAE

ISSN: 3104-4999

Vol. 2, 2026

Publisher: Faculty of
Education, iYunivesithi
Walter Sisulu

Innovative Journal of African Education Publishes Volume 2, Issue 2

The Faculty of Education is pleased to announce the publication of Volume 2, Issue 2 of the Innovative Journal of African Education (IJAE) on 18 May 2026. This latest issue continues the journal's commitment to advancing scholarly discourse on educational innovation, research, and practice within African contexts and beyond.

The faculty congratulates the editorial team, reviewers, and contributing authors for their dedication and hard work in producing another impactful edition of the journal. We encourage staff, students, and the broader academic community to engage with the publication and contribute to future issues as the journal continues to strengthen its role in advancing educational scholarship across the continent.

Faculty Advances South African Sign Language Programme Development

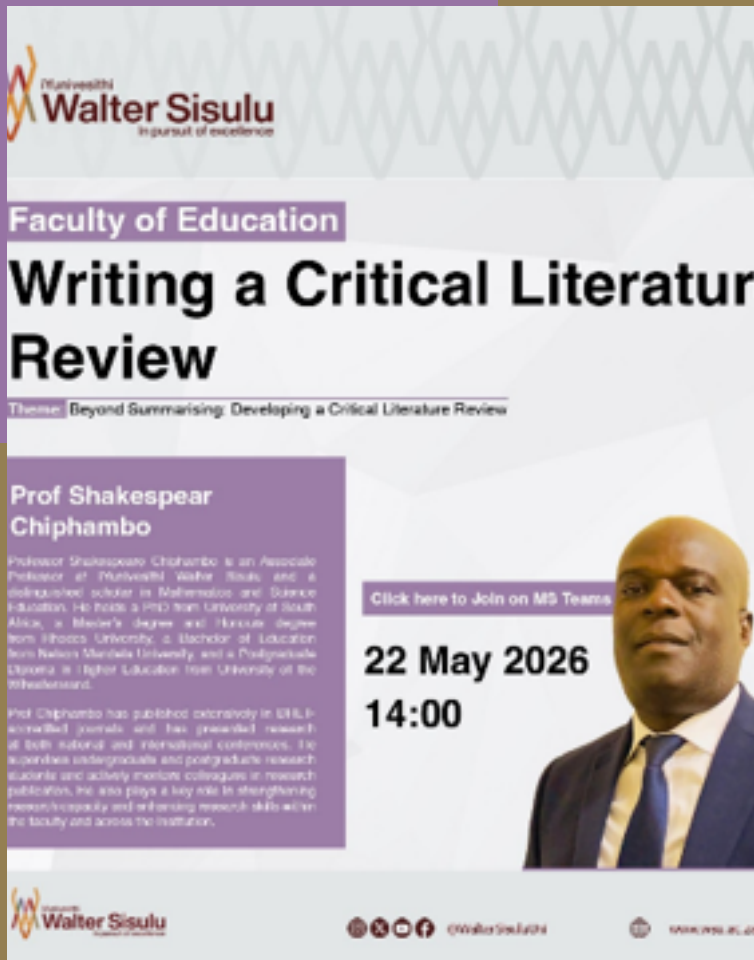
The Department of Humanities and Creative Arts Education recently hosted a two-day workshop to finalise the South African Sign Language (SASL) Short Learning Programme (SLP) Training Manuals and prepare the programme for endorsement by the South African Council for Educators (SACE). The workshop brought together academic staff and teachers from Efata School for the Blind to consolidate programme content, review quality assurance requirements, and ensure compliance with national standards.

The initiative forms part of the Faculty of Education's commitment to promoting inclusivity and accessibility in education through the advancement of South African Sign Language teaching and learning. Participants engaged in collaborative discussions to refine the training materials and complete the necessary documentation required for programme endorsement and future implementation.

The workshop represents an important milestone in the development of the SASL Short Learning Programme, positioning the faculty to contribute meaningfully to sign language education while responding to the needs of diverse learners and educators across the sector.



Webinar on Writing a Critical Literature Review



The poster for the webinar features the Walter Sisulu University logo at the top left. The title 'Writing a Critical Literature Review' is prominently displayed in the center. Below the title, the theme 'Beyond Summarising: Developing a Critical Literature Review' is noted. A portrait of Prof Shakespeare Chiphambo is shown on the right side of the poster. To the left of the portrait, a text box provides a biography of Prof Chiphambo, highlighting his roles as an Associate Professor at Walter Sisulu and a distinguished scholar in Mathematics and Science Education. It also lists his degrees from the University of South Africa and his Master's and PhD degrees from Nelson Mandela University. A call to action 'Click here to join on MS Teams' is placed above the date and time '22 May 2026 14:00'. The bottom of the poster includes social media icons and the university's name.

Walter Sisulu
In pursuit of excellence

Faculty of Education

Writing a Critical Literature Review

Theme: Beyond Summarising: Developing a Critical Literature Review

Prof Shakespeare Chiphambo

Prof Shakespeare Chiphambo is an Associate Professor at Walter Sisulu, and a distinguished scholar in Mathematics and Science Education. He holds a PhD from University of South Africa, a Master's degree and Honours degree from Nelson Mandela University, a Bachelor of Education from Nelson Mandela University, and a Postgraduate Diploma in Higher Education from University of the Witwatersrand.

Prof Chiphambo has published extensively in SASSI-accredited journals and has presented research at both national and international conferences. He supervises undergraduate and postgraduate research students and actively mentors colleagues in research publication. He also plays a key role in strengthening research capacity and enhancing research skills within the faculty and across the institution.

Click here to join on MS Teams

**22 May 2026
14:00**

Walter Sisulu

@WalterSisulu

The Faculty of Education Postgraduate Studies Committee, in collaboration with the CPTD Department, hosted a webinar titled "Writing a Critical Literature Review" on 22 May 2026 via Microsoft Teams. The session was facilitated by Professor Shakespeare Chiphambo, an experienced researcher and postgraduate supervisor.

Presented under the theme Beyond Summarising: Developing a Critical Literature Review, the webinar focused on strengthening participants' ability to critically engage with scholarly literature. Key topics included identifying research gaps, evaluating existing studies, synthesising evidence, and developing coherent research arguments.

The webinar attracted 78 academics and postgraduate students who actively engaged in discussions and gained valuable insights into scholarly writing and research methodology. The event forms part of the faculty's ongoing efforts to strengthen research capacity and promote academic excellence.

Faculty of Education Contributes to TVET Research Capacity Building Workshop

Members of the faculty recently participated as facilitators in a two-day Research Capacity Building Workshop hosted by Ikhala TVET College at the Queenstown Campus from 19-20 May 2026. The workshop was held under the theme "Strengthening Research Proposal Development, Academic Writing, Methodology, and Ethics in TVET Research."

The workshop aimed to enhance the research capacity of TVET college staff by equipping participants with knowledge and skills in research proposal development, academic writing, research methodology, data management, and research ethics. The programme also focused on aligning research activities with the Department of Higher Education and Training (DHET) research agenda.

FED academics made significant contributions to the programme. Presenters from the faculty included Prof N. Diko, Prof S. Chiphambo, Prof NJP Teis, Dr O. Moila, Dr TC Everson, Dr S. Pharamela, and Mr S. Faku, who shared their expertise in research proposal development, academic writing, research methodology, ethics, and data management. Their contributions provided participants with valuable guidance and practical skills to strengthen their research capacity and support scholarly engagement within the TVET sector.

The Faculty of Education values opportunities to collaborate with partner institutions in strengthening research capacity and advancing scholarship within the post-school education and training sector.

FED Postgraduate Diploma in Higher Education Achieves SAQA Registration

The faculty is proud to announce the successful accreditation and registration of the Postgraduate Diploma in Higher Education (PGDip HE) by the South African Qualifications Authority (SAQA). The qualification has been assigned SAQA Qualification ID 125457, is registered at NQF Level 8, and carries 120 credits. The registration period is valid from 10 March 2026 to 10 March 2029.

The achievement marks a significant milestone in strengthening academic staff development and enhancing teaching excellence within higher education. The qualification is designed to equip lecturers and higher education practitioners with advanced pedagogical knowledge and skills to improve teaching, learning, research, innovation, and community engagement.

Special recognition is extended to the programme development team, led by Prof Israel Kariyana, whose commitment and leadership were instrumental in securing the accreditation. Preparations are now underway for the programme's implementation, with the first intake anticipated in 2027.

Launch of Cross-Country Engaged Scholarship Workshop on AI-Augmented Teacher Education for Inclusive Sexuality Education

The faculty, through its Continuing Professional Teacher Development (CPTD) Department, successfully launched a cross-country engaged scholarship workshop titled "AI-Augmented Teacher Education for Inclusive Sexuality Education" from 18-22 May 2026 at the Health Resource Centre Computer Laboratory.

The workshop brought together educators, researchers, and student teachers to explore how Artificial Intelligence (AI) can enhance inclusive sexuality education within teacher education programmes across Southern Africa. The initiative forms part of a multi-country research collaboration led by the University of South Africa (UNISA), in partnership with iYunivesithi Walter Sisulu and institutions in Namibia, Lesotho, Zimbabwe, Eswatini, and Nelson Mandela University.

Facilitated by Prof Anthony Brown of UNISA, the workshop highlighted the role of AI in strengthening teacher preparedness, promoting equality and inclusion, and creating respectful learning environments. The project aligns with the faculty's commitment to technology-enhanced pedagogy, AI literacy, and transformative learning. It also contributes to inclusive education by integrating LGBTQ+ perspectives and encouraging interdisciplinary collaboration between education, psychology, and technology.

The Walter Sisulu project team comprises Dr Obakeng Kagola (Project Coordinator), Dr Nontsikelelo Ndabeni (Researcher, Department of Humanities and Creative Arts Education), and Dr Pelokazi Nqabeni (Researcher, Initial Primary Teacher Education).



RCM48W0 Invigilator App Training

On 26 May 2026, the Educational Technologist, at the request of CPTD, facilitated an online training session on the Invigilator App for the RCM48W0 Research Methodology module. The purpose of the training was to equip RCM48W0 students with the knowledge and practical skills required to effectively use the application for monitoring and managing assessments.

During the session, 43 participants were guided through the installation, setup, and operational features of the Invigilator App. Practical demonstrations were conducted to ensure that users understood how to navigate the system, verify student identities, monitor assessments, and address common technical challenges. The training provided participants with an opportunity to engage with the technologist, ask questions, and gain confidence in using the platform to support the integrity and smooth administration of assessments within the module.

Faculty of Education Participates in DHET Open Educational Resources (OER) Onboarding Initiative

The faculty hosted a DHET-Walter Sisulu Open Educational Resources (OER) Onboarding Meeting on 27 May 2026 via Microsoft Teams. The initiative forms part of the Department of Higher Education and Training's efforts to capacitate teacher educators in response to revisions of the national Post-School Education and Training (PSET) policy and the Minimum Requirements for Teacher Education Qualifications (MRTEQ).

The meeting focused on promoting the integration of Open Educational Resources, open pedagogy, and responsibly governed Artificial Intelligence tools to support hybrid and blended learning approaches. These innovations aim to enhance curriculum responsiveness, affordability, collaboration, and student support.

Key agenda items included an overview of Walter Sisulu's involvement in the OER project, presentations on the opportunities presented by OER, findings from the OER survey, expectations from the DHET, and discussions on the onboarding workshop and future implementation plans.

The onboarding session marks an important step in strengthening digital transformation and open educational practices within the Faculty of Education, contributing to improved access, quality, and innovation in teacher education.



SCHOLARSHIP OF TEACHING AND LEARNING (SoTL) FRAMEWORK CONSULTATION SESSIONS

The SoTL Committee successfully hosted consultation sessions on the draft Scholarship of Teaching and Learning (SoTL) Framework on 27 May 2026 in Mthatha and 29 May 2026 in Komani. The sessions brought together academic staff from across the faculty to engage critically with the framework and contribute towards its finalisation.

The consultation programme featured presentations on key aspects of the framework, including the foundations of transformative education, the historical development and purpose of SoTL, its scope and contexts, a multi-level systems approach, key terminologies, enabling factors, implementation and evaluation strategies, and faculty capacity-building targets. The sessions were facilitated by a team of experienced scholars and academic leaders from the faculty.

The consultations provided an important platform for collaborative dialogue, reflection, and shared understanding of the role of SoTL in enhancing teaching, learning, and research within the Faculty of Education. The discussions also helped to refine the framework and strengthen the faculty's commitment to evidence-based teaching practices and continuous professional development.

The faculty extends its appreciation to all presenters and staff members who actively participated in these engagements and contributed to shaping this strategic framework.

Showcasing Faculty Research Output

The Faculty of Education continues to strengthen its research profile through sustained scholarly productivity and impactful knowledge generation. During April and May 2026, academic staff produced a range of research outputs that contribute to contemporary debates and developments in education, including teacher education, curriculum studies, mathematics and science education, educational leadership, digital pedagogies, inclusive education, and Indigenous Knowledge Systems.

The table below provides an overview of publications produced by faculty academics during April and May 2026. Readers are encouraged to engage with these scholarly contributions and explore the full articles by clicking on the publication titles provided.

No.	Author(s)	Publication
1.	Mzomba, L.; Moila, O. & Skosana, C.	<u>Digital Technology Integration in Engineering Graphics Design Instructional Practices: A Case of One South African University</u>
2.	Dlayiya, M. & Moila, O.	<u>The Management of Conflict Between Teachers and School Management Teams at The Primary Schools of OR Tambo Coastal District in South Africa</u>

No.	Author(s)	Publication
3.	Matyeke, U. & Moila, O.	<u>From Techno-Centric to Ecosystem-Centric: An Integrated Framework for Decolonial, Need-Supportive EdTech Integration</u>
4.	Kemi, A.	<u>Exploring Teachers' Perspectives on the Relevance of Teaching Mathematics in South Africa</u>
5.	Ngwabe, A.	<u>From Theory to Practice: Exploring the Use of Physical Visualization Objects in Rural Mathematics Classrooms</u>
6.	Mtsi, N.	A Framework for Strengthening Science Teaching Practices Among Educators in Rural Eastern Cape Districts.
7.	Momoti, V.	<u>Perspectives of Science Academics on Translanguaging at a South African University.</u>
8.	Momoti, V.	<u>Reflections from a Group of First-Year Students Studying Life Sciences at a University.</u>
9.	Aphane, V. & Robertson, D.	<u>Perceptions of a Peer-Assisted Learning Programme on Academic Success Among First Year Education Students at a Rural University.</u>
10.	Agyeman, N.Y.B. & Aphane, V.	<u>Integrating Pedagogical Innovation and Strategic Management: Remediation Frameworks for Economics Education in South African Schools</u>
11.	Nonkula Z & Nomlala L.	<u>Exploring the Significance of the Communication Skills Module on Student Teacher Professional Development</u>
12.	Nomlala L.	<u>Exploring the Experiences of pre-Service Teachers in teaching Summary Writing for Grade Ten English First Additional Language in the O.R. Tambo Coastal District of South Africa</u>
13	Nomlala L. & Ncam L	<u>Teaching IsiXhosa as a First Additional Language: Educators' Experiences in Harry Gwala District, South Africa</u>

No.	Author(s)	Publication
14.	Seleke Z.	<u>Reflection on the adoption of Quizlet in gamifying teaching to reinforce accounting content in initial teacher education training in one comprehensive University, South Africa</u>
15.	Maqoqa, T.	<u>Using gamification to re-engage students in Mathematics after online learning disruptions in the South African education system</u>
16.	Nyameka, C.S &Maqoqa, T.	<u>Teacher digital competence and confidence for Assistive Technology integration: A case study of a selected school in the Eastern Cape Province</u>
17.	Nomlala L. & Bavuma S.S.	<u>A critical analysis of the Socio-economic factors influencing the reading habits of Grade Four English First Additional Language learners in township schools in the O.R. Tambo Inland District</u>
18.	Nomlala L. & Ncam L	<u>Strategies to teach IsiXhosa as a First Additional Language in former Model C schools in the Harry Gwala District of KwaZulu-Natal, South Africa</u>