

Supervisor profiles, interests and area's of expertise

Detailed below are the research interests of most of the academics in the faculty of education. We urge potential candidates to ensure that their specific research proposal aligns with these interests, so that supervision capacity in the faculty can be fully utilised. Aligning your interest with the capacity of the faculty will increase the chance of a supervisor being interested in leading your study. We encourage you to make initial contact with specific academics prior to submitting your proposal, although this in no way guarantees that they will be appointed as your study leader.



Dr Kathija Adam is interested in science, maths, curriculum and literacy related research. She has expertise in qualitative, quantitative and mixed methodologies but is also willing to expand into newer innovative methods of data gathering and analysis. She currently has capacity to take on additional students on both the Masters and Doctoral level.



Dr Pam Austin is particularly interested in primary school mathematics education research. In addition to this she is also interested in any research related to primary school education as well as research related to HIV and AIDS education. She has no capacity to take on additional students during 2013.



Prof Nonnie Botha is interested in research related to the fields of intercultural capabilities in education, curriculum, as well as higher education, especially postgraduate pedagogies, policies and practices. She is equipped to supervise in quantitative, qualitative and mixed methodologies. She currently has capacity to advise prospective students in small groups on the development of preliminary proposals in the above-mentioned areas, with a view to taking them on for supervision in 2013. She will have capacity to supervise seven additional Master's / Doctoral students in 2013, preferably those who have participated in the preparatory groups under her guidance.



Dr Chris Dali is interested in research related to the fields of school leadership and emotional intelligence competencies; Education and social justice; humanising consciousness in teaching and learning; adult education and social transformation; and critical thinking in teaching and learning. Presently he has capacity for two M Ed students or co-supervision of two D Ed students. He is more comfortable with the qualitative research methodology.



Prof Naydene de Lange works in the field of HIV and AIDS Education and related issues such as gender inequality, gender violence, child vulnerability and teacher professional development in the age of AIDS. She draws on participatory research methodologies which have a research as social change focus, in particular visual methodologies such as drawing, photovoice, collage, participatory video, digital storytelling and digital archiving. She currently has no capacity to supervise additional postgraduate students, but will be able to take on new students in 2013. Her professional profile can be accessed at <http://www.nmmu.ac.za/RCE>



Prof Alette Delpont is interested in research related to social and educational transformation. She focuses in particular on aspects related to inner, personal transformation, the cultivation of humanity, teacher philosophies and so forth, and likes to explore innovative methodologies, such as auto-ethnography and arts-based methodologies. As former music educationist, many of her research studies focus on arts-related topics.



Dr Andre' du Plessis is interested in the use of ICT (computers, technology, internet, applications & software) for teaching and learning as well as strategies to assist with the implementation of ICT within schools. In addition, he is also interested in conflict in schools. He engages with qualitative, quantitative or mixed method designs for data gathering. Currently he has students and will be able to take on new students in 2013.



Prof Johanna Geldenhuys is involved in research within the broader field of educational psychology and socio pedagogic. Her focus is on inclusive education, learners with barriers to learning and development and vulnerable children at risk. She will be on sabbatical leave during 2013 but will be able to promote doctoral students and supervise master students from 2014.

Prof Hugh Glover is interested in research related to improving the effectiveness and efficiency of professional development programs for mathematics teachers. He conducts research related to teacher knowledge, mentoring/coaching and teachers' perceptions of their course experiences. He uses a mixed methods approach, employing appropriate quantitative and qualitative methods and is particularly interested in amplifying the voice of the teacher.



Dr Laetitia Greyling has a wide range of qualifications and experience in different levels and aspects of Education. She is interested in research for social change with a special interest for School Development, Inclusive Education, Special Needs Education (including Gifted Child Education), all within the broader field of educational psychology. As Research Associate, Dr Greyling has some capacity to take on additional students.



Dr Christina Jordaan is interested in all types of research related to social development and educational psychology, e.g. substance abuse, teenage pregnancy, sexual abuse, bullying, suicide, poor academic performance due to community issues, HIV and AIDS in education, etc. She enjoys research that addresses contentious issues and prefers using the mixed method research methodology to gather and analyse data. She currently has no capacity to take on additional students, but will be able to promote a doctoral student from 2013.

Dr Mathabo Khau is interested in the use of visual and participatory methodologies for generating data for social change. She employs methods such as memory work, drawings, photo-voice, collage, image and forum theatre, process drama and participatory video in her research. Her research interests are in gender and social

justice, sexualities, sexual health and reproductive rights, curriculum and identity; all within the field of education.



Dr Les Meiring is interested in the teaching and learning of science at both school and university level with a focus on the use of innovative educative curriculum materials. My particular interest is in the use of toys to enhance the teaching of physics. At present I am the supervisor of a PhD study in using e-assessment to improve feedback to students and I am a co-supervisor in the teaching of Geography using GIS tools. The one M Ed study that I am supervising involves the teaching of natural science in the foundation phase. I would be willing to take on another two M Ed students.



Dr Tulsī Morar's research interest is Mathematics Education, Teacher professional development, Curriculum development, School management and leadership. I currently do not have capacity take on additional students.



Dr Christo Pienaar is a teacher and an Educational as well as a Clinical Psychologist who specialises in Special Needs Education, Barriers to Learning, Inclusive Education, Learner Support, Teacher Support and Parental Support. He uses qualitative research methods and has been the promoter of several doctoral, PhD and M Ed studies in the broad field of Educational Psychology.



Prof Dalene Swanson I am a Professor in the School of Educational Research and Engagement at NMMU and an Adjunct Professor in the Faculties of Education at The Universities of British Columbia and Alberta, in Canada. I completed my PhD in Curriculum Studies and Mathematics Education at the University of British Columbia. My doctoral work, *Voices in the Silence: Narratives of disadvantage, social context and school mathematics in post-apartheid South Africa*, is a critical exploration of the construction of disadvantage in school mathematics in social context. My research interests span curriculum studies; mathematics education; teacher education; critical theory / pedagogy; cultural studies and indigeneity; development studies; and socio-political theories of education. I have employed interdisciplinary and arts-based approaches to research, and have especially embraced narrative methodologies. I am particularly interested in innovative methodological approaches to qualitative research and writing, and my Ph.D. dissertation was written within, what I refer to as, 'critical reflexive narrative' methodology or 'critical rhizomatic narrative.' (Swanson, 2004). Critically important to me are issues of social, ecological and global justice, and I have commitments to anti-oppressive education and the collective responsibilities of a 'critical global citizenship' in productive tension with all its attendant ethical difficulties, utopianisms and critical debates. In this respect, I seek, through my work, to find dialogical openings of hopeful possibility that may provide emerging praxes and pedagogies of egalitarianism, democracy, and global / ecological justice. Recent research emphases have included a focus on the critical relationship between social

difference discourses, identity and constructed disadvantage. I draw on poststructuralist and postcolonial discourses in attending to the interconnectedness of context, discourse, subjectivity, ideology and power toward contesting oppression and hegemony in ways that foster opportunities for social action and advocate for justice-seeking, participatory and democratic citizenship in ‘glocal’ contexts. Website: <http://www.ualberta.ca/~dalene/Index.html>



Dr Lyn Webb has conducted research in the fields of Mathematics and Mathematical Literacy education in all school phases. She is particularly interested in strategies that can be used in multilingual classrooms where the learners’ home language is used as a resource. She has written articles on the links between teachers’ beliefs and practices; and teachers’ perceptions about the power of language in their lived situations.



Prof Paul Webb is a professor of science education with interests in the promotion of scientific and mathematical literacy, education for sustainable development, environmental education, indigenous knowledge and science, and digital teaching and learning.



Dr Al Witten’s work is based on the notion of school improvement that is located within the broader context of community development. His research focuses on how social inequality affects schooling and academic outcomes for children and young people, as well as how schools respond to some of the social challenges to schooling. His areas of interest are the use social capital to build school and community partnerships; parental engagement and involvement in schools; schools as sites for community development; school leadership; and organizational development and change. He works with qualitative research methods and has an interest in the use of case studies to explore, describe, and explain social phenomena.



Prof Lesley Wood’s research focuses on using participatory methodologies to promote social justice and health within educational environments. Her particular area of expertise lies in using action research to improve the capacity of university faculty, teachers, learners and school management to develop culturally appropriate and relevant ways of addressing HIV and AIDS and all related social issues within their specific contexts.



Prof Denise Zinn’s research interests and experience are in the following areas: teacher education, in particular teacher thinking, teacher learning and teacher identity (including prior learning and its influence on teacher thinking and identity); language and literacy development, including bilingual education; and humanising pedagogy and education for social justice.