

Ceremony 3
Faculty of Education

Tuesday, 4 April 2017, 14:30
Vodacom NMMU Indoor Sports Centre, South Campus, Summerstrand

CONGRATULATORY MESSAGE

Graduation is a momentous occasion, representing the crowning moment of all your hard work and the many sacrifices that you and your loved ones have made to reach this milestone.

For us, graduation is the highlight of the university calendar as we witness successful students cross the stage to be capped and enter a new chapter in their lives. Each of you has a unique story to tell.

We salute and applaud your achievement and wish you all the best in your future endeavours. Your time here at the Nelson Mandela Metropolitan University (NMMU) was but a stepping stone towards your future.

We trust that NMMU has equipped you not only with an excellent academic qualification for the many challenges of life and work, but also with life-changing experiences to shape your future.

It is our wish that you will leave here today as proud NMMU graduates who will continue to champion social justice and equality, and be change agents in building a better society and a better world.

Thank you for offering us the privilege of making NMMU a part of your life. Your success is our success, and as NMMU alumni, we look forward to watching your story unfold.

Congratulations!

**Ms Santie Botha
Chancellor**



**Prof Derrick Swartz
Vice-Chancellor**



ABOUT NMMU

Nelson Mandela Metropolitan University (NMMU) is a new generation university, distinguished by a wide range of study options and access routes open to students. With 450 programmes from certificate through to doctoral level across 130 different career fields, NMMU truly is a comprehensive university.

Founded on more than a century of quality higher education, NMMU nurtures innovation, fosters creativity, embraces technology and develops people to meet the challenges of tomorrow. NMMU is a product of a merger of the University of Port Elizabeth and the PE Technikon in 2005. Prior to such a merger, the Vista University campus of Port Elizabeth was incorporated into the former University of Port Elizabeth. The university has a strong track record of research, working extensively in partnership with business and industry, making NMMU a valued contributor to the socioeconomic development of the region and beyond.

This year (2017), the university has 24530 students and close to 4100 permanent and contract staff, based on seven campuses in Nelson Mandela Bay and George.

Leaders

NMMU's Vice-Chancellor is Professor Derrick Swartz, the Chancellor is Ms Santie Botha and the Chair of Council is Judge Ronnie Pillay.

Location

Six of NMMU's campuses are in Nelson Mandela Bay and one is in George on the Garden Route. The seven campuses are:

- South Campus in Summerstrand (within a 720-hectare private nature reserve)
- North Campus in Summerstrand
- Second Avenue Campus, home to the new "green" Business School, in Summerstrand
- Bird Street Campus which will be a new postgraduate arts hub in Central
- Missionvale Campus in Missionvale
- George Campus in George
- The Ocean Sciences Campus (recently purchased from CSIR)

Facilities and supportive teaching and learning environment

NMMU is privileged to have outstanding facilities. All students have access to well-equipped laboratories, some of which are open 24/7, and free Wi-Fi throughout all its campuses. All the lecture halls are equipped with the latest technology and students have the opportunity of using additional e-learning tools online. The campus libraries and information services network offers a state-of-the-art integrated online system. There are cafeterias, food courts and coffee shops.

A range of opportunities are provided to enhance the academic success of students. These include a first-year orientation programme, peer-facilitated learning opportunities (eg, Supplemental Instruction, e-PAL, tutorials, practicals, mentor programmes, 'Keys to Success' workshops and online resources). NMMU also promotes both in and outside of the class learning to enhance holistic student development. To recognise the learning that takes place outside of the class, NMMU has developed an innovative, electronic co-curricular record system.

The University also offers the finest sporting facilities in the Eastern Cape and numerous venues for conferences, meetings and other special events.

Faculties

NMMU has seven faculties. They are:

- Arts
- Business and Economic Sciences
- Education
- Engineering, the Built Environment and Information Technology
- Health Sciences
- Law
- Science

Academic focus areas

Though NMMU prides itself on its vast range of programme offerings, it has a number of strategic areas in terms of its core business of teaching and learning, research and engagement. They are:

- Health and wellness
- Economic and business development with a focus on job creation and entrepreneurship
- Materials and process development for industry and manufacturing
- Emerging information and communications technology for development
- Environmental and natural resource management
- Culture, communication and language
- Leadership, governance, democracy and justice
- Educational development in support of excellence in teaching, learning and curriculum
- Infrastructure and human settlement development

Strategic research areas

- Biodiversity conservation and restoration
- Coastal marine and shallow water ecosystems
- Cyber citizenship
- Democratisation, conflict and poverty
- Earth Stewardship Science
- Health and wellbeing
- Humanising pedagogies
- Manufacturing technology and engineering
- Nanoscale characterisation and development of strategic materials
- Science, Mathematics and Technology Education for Society
- Strategic energy technologies
- Sustainable human settlement development and management
- Sustainable local economic development

Research and Engagement entities

NMMU has 31 focused faculty based and 7 institution-wide entities (institutes, centres and units) that exist over and above the formal academic structures that are aimed at promoting engagement, research, technology transfer and innovation. They include the likes of InnoVenton; NMMU's Institute for Chemical Technology and Downstream Chemicals; eNtsha, an institute that focuses on seeking solutions through engineering; Earth Stewardship Science Research Institute (ESSRI); and Institute for Coastal and Marine Research. Many are award-winning entities.

'Green' endeavours

In line with its value of respect for the natural environment, NMMU is involved in a large number of "green" initiatives that will not only reduce its own carbon footprint but is also assisting others in seeking renewable energy resource solutions. The university's new Business School, for example, was the first in the country to be awarded four-star "green" accreditation for a public and education building by the Green Building Council of South Africa in 2013. The "green" agenda is supported by the Centre for Renewable Energy, which is recognised as a research leader in the field.

International links

Just over 8% of NMMU's student body comes from 64 different countries outside of South Africa. The Office for International Education fosters relationships and manages inter-institutional linkages to enrich both NMMU staff and students. These partnerships also foster our growing research. NMMU regularly sends students for study abroad opportunities.

Reasons to be proud:

- NMMU's diversity and multiculturalism. Our African students alone come from 34 countries on the continent.
- The High Resolution Transmission Electron Microscopy (HRTEM) Centre, which opened in 2011, is the only place in Africa where scientists can view atoms in line with NMMU's growing prominence for nanoscience.
- More than 40% of NMMU academic staff have doctoral degrees when compared to the national average of 33%.
- New infrastructure like the iconic Engineering block on North Campus and the new Human Movement Science Building complete with a 100m research sprint track on South Campus.
- NMMU has excellent links with industry and business, particularly within the pharmacy, tourism and automotive industries.
- NMMU's ongoing education partnership with Fifa, as one of only two presenters in Africa of an international sports management programme through the Centre International d'Etude du Sport (CIES).
- The success of being the first student racing team from Africa to successfully compete in the Formula Student event in Germany. NMMU students designed and built a racing car to exacting specifications.
- The university was selected in 2012 to facilitate the country's first electric e-mobility programme and technical centre, called the uYilo e-mobility programme.
- NMMU has extensive expertise within the field of friction processing which has resulted in numerous national awards for the patented technology, WeldCore®. This technology has also aligned the strategic partnership between NMMU and Eskom.
- NMMU's accounting and pharmacy students who continue to produce top results in their national external examinations.
- NMMU's international award-winning choir which continues to perform around the globe to wide acclaim.

ACADEMIC DRESS

Special academic attire was designed for office bearers at Nelson Mandela Metropolitan University to be worn at prestigious academic events like graduation.

Each outfit – from that of the Chancellor and Vice-Chancellor to those of the Executive Deans – has been especially selected to signify a particular office, in keeping with attire worn by academics at leading universities throughout the world.

The gowns, caps and hoods of NMMU graduates were similarly inspired and are explained in detail below.

Academic dress for graduates at NMMU is as follows:

Doctoral degrees

Gown: Cardinal red polyester cashmere gown with long pointed sleeves pleated up with blue cord and button and lined with blue satin with 125mm facings and a blue collar.

Hood: Full shape hood in cardinal red polyester cashmere lined with faculty colour satin and edged around the cowl with 75mm faculty colour ribbon with 15mm blue ribbon overlaid central. 50mm wide straight neckband in cardinal red polyester cashmere, 25mm faculty colour ribbon in centre of neckband with 15mm blue ribbon overlaid central to faculty ribbon.

Cap: Round doctor's bonnet in black velvet with faculty colour cord and tassel.

Master's degrees

Gown: Black gown, long pointed sleeves pleated up with blue twisted double cord and button. Similar cord detail is used.

Hood: Full shape blue hood lined faculty colour satin and edged around the outside of the cowl with 75mm faculty colour with ribbon. 50mm straight neckband in blue with 25mm faculty colour ribbon centred.

Cap: Black mortarboard with blue tassel.

Postgraduate diplomas

Gown: Black gown, long pointed sleeves pleated up with blue twisted double cord and button. Similar cord detail.

Hood: Blue simple shape hood lined silver grey satin. Straight neckband with 15mm faculty ribbon on top edge of neckband and around cowl. 15mm silver grey ribbon on bottom edge of neckband and around cowl spaced 20mm away from the faculty colour.

Cap: Black mortarboard with blue tassel.

Bachelor honours degrees

Gown: Black gown, long pointed sleeves pleated up with blue twisted double cord and button. Similar cord detail.

Hood: Blue simple shape hood lined silver grey satin with 50mm wide straight neckband in faculty colour. Cowl edged 75mm faculty colour ribbon on the outside. 15mm silver grey ribbon runs along the outer edge of the cowl, overlaid on faculty ribbon and on top edge of neckband.

Cap: Black mortarboard with blue tassel.

Four-year bachelor's degrees (including Bachelor of Technology degrees)

Gown: Black gown, long pointed sleeves pleated up with blue twisted double cord and button. Similar cord detail.

Hood: Blue simple shape hood lined silver grey satin with 50mm wide straight neckband in faculty colour. Cowl edged 75mm faculty colour ribbon on the outside. Silver grey cord runs along the outer edge of the cowl, overlaid on faculty ribbon and on top edge of neckband.

Cap: Black mortarboard with blue tassel.

Three-year bachelor's degrees

Gown: Black gown, long pointed sleeves pleated up with blue twisted double cord and button. Similar cord detail.

Hood: Blue simple shape hood lined with silver grey satin with 50mm wide straight neckband in faculty colour. Cowl edged 75mm faculty colour ribbon on the outside.

Cap: Black mortarboard with blue tassel.

Advanced diploma

Gown: Black gown, long pointed sleeves pleated up with blue twisted double cord and button. Similar cord detail.

Hood: Blue simple shape hood lined with silver grey satin with 50mm wide straight neckband. 15mm faculty colour ribbon on top and bottom of neckband around cowl.

Cap: Black mortarboard with blue tassel.

Diploma

Gown: Black gown, long pointed sleeves pleated up with blue twisted double cord and button. Similar cord detail.

Hood: Blue simple shape hood with 50mm wide straight neckband. 25mm faculty colour ribbon on centre of neckband.

Cap: Black mortarboard with blue tassel.

Faculty colours

Arts:	Yellow
Business & Economic Sciences:	Plum
Health Sciences:	Apple green
Law:	Grey blue
Education:	Orange
Science:	Dark green
Engineering, the Built Environment and Information Technology:	Light blue
Business School	Black and magenta

Messrs T. Birch & Co (Pty) Ltd and its subsidiary, Croft Magill & Watson (Pty) Ltd, have been appointed as official robemakers to the University and as contracted suppliers of choice to students for graduation academic attire.

The Image Factor has been appointed as the official photographer of the University.

2017 AUTUMN GRADUATION CEREMONIES APRIL 2017

Friday, 31 March 2017		
Ceremony 1	09:30	George Campus All Programmes
Tuesday, 4 April 2017		
Ceremony 2	09:30	Faculty of Arts (School of Architecture; School of Music, Art & Design and School of Language, Media & Culture)
Ceremony 3	14:30	Faculty of Education
Wednesday, 5 April 2017		
Ceremony 4	09:30	Faculty of Business and Economic Sciences (School of Management Sciences - excluding Undergraduate Diploma qualifications)
Ceremony 5	14:30	Faculty of Arts (School of Governmental & Social Sciences)
Thursday, 6 April 2017		
Ceremony 6	09:30	Faculty of Business and Economic Sciences (School of Economics, Development & Tourism)
Ceremony 7	14:30	Faculty of Business and Economic Sciences (School of Industrial Psychology & Human Resources, Graduate School and others)
Friday, 7 April 2017		
Ceremony 8	09:30	Faculty of Engineering, the Built Environment and Information Technology (School of the Built Environment)
Ceremony 9	14:30	Faculty of Engineering, the Built Environment and Information Technology (School of Engineering)
Saturday, 8 April 2017		
Ceremony 10	09:30	Faculty of Engineering, the Built Environment and Information Technology (School of Information & Communication Technology)
Ceremony 11	14:30	Faculty of Science (School of Computing Sciences, Mathematics, Physics & Statistics and School of Biomolecular & Chemical Sciences)
Monday, 10 April 2017		
Ceremony 12	09:30	Faculty of Science (School of Environmental Sciences)
Ceremony 13	14:30	Faculty of Law Faculty of Business and Economic Sciences (School of Accounting, Postgraduate qualifications including Bachelor of Technology degrees)
Tuesday, 11 April 2017		
Ceremony 14	09:30	Faculty of Health Sciences (School of Clinical Care Sciences and School of Medicinal Sciences)
Ceremony 15	14:30	Faculty of Health Sciences (School of Behavioural Sciences and School of Lifestyle Sciences)
Wednesday, 12 April 2017		
Ceremony 16	09:30	Faculty of Business and Economic Sciences (School of Accounting – Undergraduate qualifications)
Ceremony 17	14:30	Faculty of Business and Economic Sciences (School of Management Sciences – Undergraduate Diploma qualifications)

OFFICE-BEARERS OF THE UNIVERSITY

CHANCELLOR

MS S BOTHA: BEcon, BEconHons(US)

CHAIRPERSON OF COUNCIL

JUSTICE R PILLAY: BA, LLB(UDW)

VICE-CHANCELLOR

PROF DI SWARTZ: BA(UWC), MA, DPhil, Doctor in Human Rights Law (hc)(Essex University, UK)

DEPUTY VICE-CHANCELLOR: INSTITUTIONAL SUPPORT

DR SW MUTHWA: BA(SW)(Fort Hare), BA(SW)Hons(Wits), MSc, PhD(London University, UK)

DEPUTY VICE-CHANCELLOR: RESEARCH AND ENGAGEMENT

PROF AWR LEITCH: BSc, BScHons, MSc, PhD(UPE)

DEPUTY VICE-CHANCELLOR: TEACHING AND LEARNING

PROF DM ZINN: BA, BAHons, HDE(UCT), MEd, DEd(Harvard University, USA)

EXECUTIVE DIRECTOR: FINANCE

MR MR MONAGHAN: BCom(UPE), BComHons(UNISA), Professional Accountant(SA)

EXECUTIVE DIRECTOR: HUMAN RESOURCES

MS VN BAM: BSocSc(UCT), PGDip(UFH), MBL(UNISA)

REGISTRAR

DR F GOOLAM: BSc, HDE, BEd, MEd(UDW), PhD(UP)

PRESIDENT OF ALUMNI ASSOCIATION

DR R JONAS: BA(UWC), HDE, BAHons(Unisa), MA(UPE), PhD(NMMU)

EXECUTIVE DEANS OF FACULTIES:

ARTS

PROF MJR BOSWELL: BSocSc, BSocScHons, MSocSc(UCT), PhD(Vrije Universiteit, Netherlands)

BUSINESS AND ECONOMIC SCIENCES

DR I LAGARDIEN: PGDip, MSc(London School of Economics), PhD(University of Wales)

EDUCATION

DR SF MOENG: BA, HDE, BEdHons(UPE), MSc(St Cloud State University, USA), DEd(NMMU)

ENGINEERING, THE BUILT ENVIRONMENT AND INFORMATION TECHNOLOGY

DR OSW FRANKS: BSc MechEng, MInd Admin(UCT), Hons (B&A)(US), PhD (Engineering Science)(USF - USA), Pr Eng

HEALTH SCIENCES

PROF L PEPETA: MBChB (Unitra), FCPAED(SA), DCH(SA), MMed (Wits)

LAW

PROF A GOVINDJEE: BA, LLB(RU), LLM(UPE), LLD(NMMU)

SCIENCE

PROF A MURONGA: BSc, UED(UNIVEN), BScHons, MSc(UCT), PhD (University of Minnesota, USA)

DEAN OF TEACHING AND LEARNING

PROF CD FOXCROFT: BA, BAHons, MA, DPhil(UPE)

DEAN OF STUDENTS

MR LP JACK: NDip(PMA)(EC Technikon), BTech(PM)(PET), BAPhil(US), MCom(UKZN)

ORDER OF PROCEEDINGS

ENTRANCE OF ACADEMIC PROCESSION

(The congregation is requested to rise while the academic procession enters the hall)

MOMENT OF SILENCE

Director: Marketing and Corporate Relations
(The congregation is requested to remain standing)

CONSTITUTION OF CONGREGATION AND WELCOME

Vice-Chancellor
(The congregation is requested to be seated)

AWARDING OF QUALIFICATIONS

Vice-Chancellor

DISSOLUTION OF CONGREGATION

Vice-Chancellor

NATIONAL ANTHEM

(The congregation is requested to stand for the singing of the National Anthem)

DEPARTURE OF ACADEMIC PROCESSION

(The congregation is requested to remain standing until the academic procession has left the hall)

INFORMATION TO MEMBERS OF THE CONGREGATION

Members of the congregation are requested:

- *To rise and remain standing while the academic procession enters and leaves the hall.*
- *Not to leave the hall before the end of the ceremony.*
- *To switch off cellular phones or turn them on silent mode.*
- *Not to move around in the hall.*
- *Not to eat and drink in the hall.*
- *Not to get up and take photographs during the ceremony.*
- *To keep cheering and ululating to a minimum.*



The words *Cum Laude* indicates in the text below that the diploma or degree is awarded with distinction to the candidate/s listed.

BACHELOR OF EDUCATION (FOUNDATION PHASE)

ABRAHAMS, Suaad
ACKERMAN, Lischka
ADAM, Nasreen
BOSCH, Melandri
BRUINTJIES, Angel Kathy
COETZEE, Cindy Delphine
DWALA, Sindiswa
FELIX, Emgaysha Nazli
FISHER, Meryl Luanne
GOULD, Sarah Rachel
HUMPHRIS, Wilmari
JACOBS, Awril Caylene
JONES, Liezl Seless
JONES, Tristyn Leigh
JORDAAN, Nicole Margaret
JORDAN, Michelle Alma
KILIAN, Courtney
LANDMAN, Shana-Lee
LUBBINGE, Barbara Emei
MDILA, Nomonde
MEIRING, Merissa Jennifer
MEY, Sally
MINNE, Suanne Jane
MOOSA, Rifqa
MULLER, Amy Erin
MUNTON, Lauren Nicola
NELSON, Chesne-Dene Anisa
OOSTHUIZEN, Sunel
PATEL, Aqeelah Ebrahim
PETZER, Dominique
POTGIETER, Lize
PRINSLOO, Liezl Danielle
SCHOULTZ, Jonel
SCHRODER, Tristan Jenna
SENEKAL, Ischke
SMITH, Tara Lee
STANDER, Kara

STANDER, Monique
STANNARD, Giszela
STUURMAN, Irma Joan
TRAVILL, Irene Louisa
VAN DER WESTHUIZEN, Marilize
VAN HEERDEN, Cherin
VAN WYK, Diane Iris
VAN WYK, Imke
VORGERS, Tamryn Jade
YOUNG, Robyn Kelly

CUM LAUDE

ADAMS, Anje Leney
BRAND, Katrin
DE KLERK, Eleanor Irene
DE VRY, Nicole
ELLERBECK, Merissa
GRIMBEEK, Michelle Louise
HAYTER, Olivia Clare St John
KREUSCH, Mia Jenna
KRUGER, Sally
LE ROUX, Bianca Michele
MATTHEUS, Marezaan
MILES, Sonika
OELOFSE, Joannell
PERKS, Josephine
RICCI, Melandri
SMIT, Michelle
TOBIN, Melissa Marjorie
TOUT, Cindy
VAN AS, Isabelle Nicolette
VAN DER MERWE, Annemarie
VAN ROOYEN, Yolandi
VENTER, Leonore
WILLIAMSON, Tayla-Paige
ZANDBERG, Sandy-Mare

BACHELOR OF EDUCATION (INTERMEDIATE PHASE: LANGUAGE)

ALEXANDER, Lesmadine Shamilla Waradia
ARENDS, Stephanie Natalie
BOVEY, Roxanne
BRASS, Cindy-Leigh
BROOKMAN, Saskia
BURTON, Megan Melek
CONSTABLE, Rumanda
DE KOCK, Adrian Alain Gaywin
FISH, Giverny Ashleigh
FORBES, Claire Laurentia
FORBES, Faith Hope
FRANS, Ozeltea Priscensia
GATES, Anorichia Pamela
GERBER, Melissa Lida
GOLIATH, Eleanor Rochelle
GOLIATH, Ethanne Jade
GOLIATH, Lee-Jane Eunice
HARMAN, Janelize Marcelle
JACOBS, Lesley Cherie
JULIES, Tamchyn
KENNEDY, Gregory John
KIEWIETS, Anthea Vanita
LAWRENCE, Jessica Anne
MADATT, Jamie-Leigh Suzette
MAKWENA, Eugene Percival
MANTINI, Innocent Unathi
MELAPHI, Masonele
MENTOOR, Nico Andre

MGODELI, Sizukiseni
MILES, Laurika
MOHLOMI, Takatso
MONTAQU, Margol Caylinn Janel
NELL, Kayla
NOKANA, Engela Felicia
OLIPHANT, Shaida Vernorick
PRINS, Lolitha Constance Amore
REID, Kyle
RITTELS, Aidan William
ROTHMAN, Thinus Bernard
SMITH, Mignon Edin
TARENTAAL, Lizelle Tricia
TOLKEN, Beandri
TSHONGWE, Ntombizonke
VAN ROOYEN, Kelly
ZIDE, Mandla

CUM LAUDE

FAULKNER, Irwin Cameron
GROOTBOOM, Jay-Dee Chardone
JANSE VAN RENSBURG, Merissa
KENNEDY, Lionel John
MOHAMED, Razell
STRYDOM, Lerushka
VAN WILLING, Kaylin Samantha

BACHELOR OF EDUCATION (INTERMEDIATE PHASE: SCIENCE AND MATHEMATICS)

ABRAHAMS, Nasreen
ADAM, Iman
APPEL, Roxanne Angelique
BOOYSEN, Lee-Ann Melissa
BOSMAN, Elrike
CHETTY, Trenell
CUNNINGHAM, Branda Michelle
DANIELL, Corne
DODS, Ryan
DU RANDT, Marcell
ERASMUS, Simone Belinda
ESTERHUIZEN, Zandre
FISHER, Natalie
FLETCHER, Camille Janine
FOSTER, Chantal
GAIZA, Sandisiwe
GOOSEN, Aney
HOCH, Esme
JAPTHA, Kurt Craigen
JAVU, Ntuthuzelo Cedric
JORDAAN, Danel
JULIE, Robyn Ashleigh
KAPEL, Jeffrey Mxolisi
MACLACHLAN, Bonny May
MC CABE, Monique Allison
MKOSANA, Zikhona
MOOLMAN, Jan Johannes Petrus
MULDER, Christo Gustav
NELSON, Waylon Ivanisavech
NILSEN, Samantha Amy
NOBLE, Anina Barrel
NTSETHE, Elethu Zimbini
PEDRO, Lushay Danielle
PERILS, Lauren Clarise
PIENAAR, Kayneesa Taryn

RAE, Kimberley Duncombe
SMIT, Marie
STRUWIG, Zandalee
TAM, Michael
VAN ASWEGEN, Bernice
VAN DEN HEEVER, Johanna Maria
VAN DER WALT, Nicole Melissa
VAN HEERDEN, Christel
VAN ZYL, Kirsten
VAN ZYL, Wilre
VERMAAK, Ryan
VERMAAK, Xanthe Anne
WATKINS, Simon James
WILLIAMS, Rudolf Alcfranko

CUM LAUDE

BOTHA, Jade Toni
DU PIESANIE, Kathleen Ann
FERREIRA, Annelize
HEIJN, Jade
HUNT, Kayla
KRUGER, Cayla Yvonne
LOMBARD, Tara Jay
LOUW, Marissa
MATJEKE, Mishack Karabo
MTHETHWA, Happy Bridget
PETRIE, Lauren Jane
SALIE, Faheem
STEVENS, Carmen
THEYS, Bernice
VAN DER WALT, Marlene
VAN SCHALKWYK, Jean-Mari
VENSKE, Kimberley Eve
VERWEY, Elisabeth Meryl

BACHELOR OF EDUCATION (SENIOR PHASE: SCIENCE AND MATHEMATICS)

KESA, Nomvuyiseko Ethel

BACHELOR OF EDUCATION (FURTHER EDUCATION AND TRAINING)

BAM, Robyn Michelle
BANDEZI, Nangamso
BARENDSE, Lamees
BARNARDT, Lize
BECK, Nigel Joseph Dimitri
BENADIE, Werner Abrham
BERA, Siphamandla
BEZUIDENHOUT, Bianca
BLOUW, Abigail Martha
BOSMAN, Diane Martina
BURJINS, Angelique Avril
CASLING, Voughan James
CORNELIUS, Maronic Nicholas
DAVIDSON, Jason
DELPOR, Amy May
DU PREEZ, Clydene Petro
FAKU, Ntombiyovuyo
FLORES, Glyneshia
GALLANT, Carolynne Faith
GCILITSHANA, Nomthetheleli
GREEN, Charlene
GREEN, Marlene
HANSEN, Jonathan Matthew
JACOBS, Kayla

JONAS, Jolene
KAPP, Lourens
KAYIYANA, Anele
KOEKEMOER, Natasha Herculene
KOTZE, Shannen
LE GRANGE, Anneen
LOTZ, Marike
MABHENGU, Zamahlubi
MADUNA, Nolubabalo
MAJAVU, Yonela
MAKANDA, Luthando Loyiso
MANGWANA, Mxolisi
MAQHANQA, Lundi
MBEDSHO, Masibulele
MEYER, Heino Johan
MEYER, Ronique Mandy
MGWIJAZWE, Ayanda
MHLAULI, Shirley
MLOBELI, Lelethu Sisonke
NANAN, Courtney Kristen
NGCINELA, Philane Simbonile
NODA, Anelisa
NQABENI, Nwabisa
OBERHOLZER, Hanria

OERSEN, Ruaan
OLIFANT, Maxwell Timothy
OLIVIER, Charne
PIETERSEN, Ravan Fernando
PIETERSEN, Riaan
REYNOLDS, Jamie-Lee
ROSSOUW, Jo-Ann Margo
ROSSOUW, Zandre Jacques
RUST, Arné
SCHMIDT, Roche
SLABBERT, Carla
SMITH, Laura
TERBLANCHE, Charne Lucille
TERBLANCHE, Jesica
TYHUKU, Andile Alfred
UITHALER, Monique Jo-Ann

VAN HEERDEN, Corne
VAN LILL, Hermanus Billy
VAN STADEN, Reinhart John
VELTMAN, Natasha
WALKER, Pascal Antonio Hughan
WEYERS, Mache
WEYERS, Ryno
WILLIAMS, Gideon Lionel
ZAMOULARIDIS, Shannon

CUM LAUDE

LE ROUX, Athina Amlin
VICTOR, Lisa-Mare
WHITTLE, Hes-Mari

ADVANCED CERTIFICATE IN EDUCATION: SPECIAL NEEDS EDUCATION (REMEDIAL)

BOTHA, Rochelle Delphine
JACOBS, Lettie

KINGI, Nomakaya Sylvia

POSTGRADUATE CERTIFICATE IN EDUCATION (FURTHER EDUCATION AND TRAINING)

ADAMS, Luthando Nelson
ANDREWS, Hilary Karen
AUGUSTUS, Sharlee Amarche
BELL, Samantha-Jane Florence
BOTHA, Cherine Elizabeth
BOVULA, Nomakhosazana
BROOKS, Preston Raphael
BROWN, Anand Miguel
BROWN, Shelmadene Roche
BRUINTJIES, Laurenda
BUKANI, Nomasomi
CANNON, Zandale Remona
CITWA, Kayakazi Eleonora
COOKE, Jarryd Chad
DOLLEY, Corbyn Richard
DRAAI, Rionel
DYONASHE, Nkululeko Kenneth
GQOBO, Mendokazi
GRIFFITH-SMITH, Brydon
GROOTBOOM, Nikayla Monique
KETTLEDAS, Meryl Alicia Danielle
KWATSHA, Namhla Sheron
LE ROUX, Lauren Janice
LUKE, Thozama Abegail
MACDONALD, Jaydee
MAJOMBOZI, Amanda
MANQELE, Buvusile Bongwiwe Acima
MANUEL, Marilee Basildene
MARTIN, Jolene Beritha
MARTINS, Germaine Otaviun
MBOOI, Siphe
MHLANGA, Mzamo Effort
MLANDU, Nomava Evidence
MREBE, Akhona Letitia
MWANDA, Siyasanga Pulani
MYEZA, Sanele Ukukhanya
NARAN, Ashna Kashmeera
NCAMAZANA, Siphelo
NGCAYISA, Buzwe Lusanda
NGUBANE, Nkosikhona Mthetho
NGWATYU, Vuyokazi Sharon
NTSHOBANE, Zisanda Precious

NYENGANE, Nomatamsanqa Patricia Nobesuthu
PINDA, Bulelwa Beauty
ROBERTS, Tanya Letitia
SHEPHERD, Nicole
STRYDOM, Niel
TOBIE, Cesrare Keriston
TUNGU, Dumisani Godfrey
TYWAKADI, Khumbula
ZEELIE, Lara

CUM LAUDE

ABRAHAMS, Kelly Kirsty
BERESFORD, Carolen Mary Nash
BHESHU, Thabang
DE JAGER, Danielle
DE KOCK, Kirsty Joy
DOLLEY, Brad Matthew
ERASMUS, Anita
FISHER, Anastacia Angela
FYNN, Ryan James Sinclair
HOOG, Ashley Sarah
KARSHAGEN, Ryan Neil
KEET, Nadia
LAVENDER, Karl Grant
MACPHAIL, Allan Matthew
MARRIDAY, Nadine
MATTHEWS, Papama Akhona
MDLANKOMO, Nangamso
MOOLMAN, Nadine
PIENAAR, Jolene Denise
POOL, Marike Elisna
RADEMEYER, Jason Peter
ROESTORF, Anja
TERBLANCHE, Chandra Larissa
TERBLANCHE, Kate Mary
VAN DER MERWE, Nadia
VAN DEVENTER, Sinead
WILKE, Jordan Leigh
WYATT, Tamaryn
ZWIEGELAAR, Kim

BACHELOR OF EDUCATION HONOURS

AULD, Sheree
BOOYSEN, Piet
CHERRY, Mary Francis
DAMSE, Wellington
DWE, Wellington Dumile
EKRON, Benjamin Juan
FELIX, Muhammed Mureez
FOURIE, Jacques Anton
FROST, Edwina Lesley
GRIESSEL, Thea
GROOTBOOM, Cikizwa Cynthia
JAGGERS, Trent C
JANSEN, Jeneevah Jezelle
JURIES, Jennifer Ursula Emelia
KHELEKETHE, Nomazwi Octovia
KRAUSE, Mooneen
LAMOLA, Ruth Mamekgwa
LE ROUX, Bianca Arlene
LEEUEW, Lindiwe Liza
MAMABOLO, Phuti Margaret
MINNIE, Khuselo Ntuthuzelo
MOGASHOA, Maborwa Ephodia
MOYIKWA, Simphiwe Given
MPONDWANA, Gloria Nonzukiso
MRWALI, Thanduxolo Albert
MTANASE, Mlungisi Wellington
MXOLI, Pumeza Patience Bamanye

NDEULITA, Jason
NKONKI, Gertrude Nontsikelelo
PRINCE, Neville Patrick
REUTERS, Amber Casey
SACKS, Clint Hymie Andrew
SEROKA, Motulo Murphy
SEYERLING, Lavonne
SINXOTO, Unathi
SYFERS, Noel Cecil
TSHAZIBANA, Nandipha
VAN DER SCHYFF, Liezl
VAN HEERDEN, Samantha Jo-Anne
VAN STADEN, Renier
VAN VUUREN, Tiffany Faith
ZONDANI, Banele

CUM LAUDE

AHMED, Leila
COOPER, Megan Rashieda
DOMINGO, Jamiellah
FINKE, Lauren Gwendoline
GOBODO, Ziyanda
HAMMOND, Ashwin Renaco
NAVSARIA, Sheetal
PILLAY, Prinita Justine

MASTER OF EDUCATION (RESEARCH)

HLAM, Thandiwe Lillian

Title of dissertation:

A TEACHER COLLECTIVE AS A PROFESSIONAL DEVELOPMENT APPROACH TO PROMOTE FOUNDATION PHASE MATHEMATICS TEACHING

Supervisor: Dr LF Meiring

KNIPP, Shereene Natacha – **Cum Laude**

Title of dissertation:

THE ACADEMIC AND SOCIAL INTEGRATION OF FIRST - YEAR STUDENTS INTO HIGHER EDUCATION: A SYSTEMATIC REVIEW

Supervisor: Dr H van Lingen
Co-supervisor: Dr CAG Jordaan

KROMHOUT, Jessamy Crystal

Title of dissertation:

MULTIPLE VOICES: EXPLORING FLUID IDENTITIES IN THE ADVANCED PROGRAMME ENGLISH EXPERIENCE

Supervisor: Dr EMA Scheckle

LUBADI, Kyungu-Lubaba

Title of dissertation:

TRADITIONAL PRACTICES AND GIRL EDUCATION IN RURAL DEMOCRATIC REPUBLIC OF CONGO: EXPLORING THE VOICES OF LUBA GIRLS

Supervisor: Dr MC Khau

PIETERSE, Carl

Title of dissertation:

PRE-SERVICE TEACHERS' EXPERIENCES OF LECTURERS' APPROACHES TO DEALING WITH DIVERSITY IN UNIVERSITY CLASSROOMS

Prof L Athiemoolam

STEYN, Catherina – **Cum Laude**

Title of dissertation:

PERFORMANCE AND ERROR ANALYSIS USING THE VAN HIELE LEVELS OF GEOMETRIC THOUGHT – A GRADE 9 CASE STUDY

Supervisor: Dr T Morar

UUGWANGA, Iyaloo Tulonga

Title of dissertation:

SEXUALITY, HIV AND AIDS EDUCATION IN OSHIKOTO REGION, NAMIBIA: EXPLORING YOUNG PEOPLE'S VOICES

Supervisor: Dr M Khau

VERMAAS, Shanna Maureen

Title of dissertation:

AN INVESTIGATION INTO THE PROMOTION AND DEVELOPMENT OF AWARENESS OF THE INTERGENERATIONAL TRANSMISSION OF PREJUDICE IN ADOLESCENTS

Supervisor: Dr M Childs

DOCTOR OF PHILOSOPHY : EDUCATION

BREY, Amina

Title of thesis:

THE EFFECT OF '6 BRICKS' GUIDED PLAY ON GRADE TWO LEARNERS' VISUAL PERCEPTION AND LEARNING ABILITIES

Supervisor: Prof P Webb

CHITUMWA, Chemunondirwa Christopher

Title of thesis:

PRE-SERVICE TEACHERS' CONCERN ON TEACHING PRACTICUM: A MIXED METHODS CASE STUDY FROM ZIMBABWE

Supervisor: Prof L Athiemoolam

DAMONS, Bruce Peter

Title of thesis:

A COLLABORATIVELY CONSTRUCTED, THEORETICAL MODEL FOR UNDERSTANDING AND SUPPORTING THE WORK OF THE COMMUNITY VOLUNTEER IN A COMMUNITY SCHOOL

Supervisor: Prof L Wood
Co-supervisor: Dr A Witten

HENDRICKS, Farah

Title of thesis:

A PARTICIPATORY ACTION RESEARCH APPROACH TO ENGAGING PEER EDUCATORS IN THE PREVENTION OF TEENAGE PREGNANCY

Supervisor: Prof L Wood

MAPASA, Tobeka Eugie

Title of thesis:

A FRAMEWORK TO SUPPORT INEXPERIENCED POSTGRADUATE RESEARCH SUPERVISORS

Supervisor: Prof MM Botha

SHOKO, Nothabo

Title of thesis:

THE INFLUENCE OF PEER HARASSMENT ON THE WELLBEING OF FORM THREE LEARNERS IN ZIMBABWEAN RURAL DAY SECONDARY SCHOOLS

Supervisor: Prof L Athiemoolam

SSEMBATYA, Henry Hollan

Title of thesis:

AN ANALYSIS OF THE IMPLEMENTATION OF THE INTEGRATED APPROACH IN A LUGANDA LANGUAGE CLASSROOM IN UGANDA

Supervisor: Prof L Athiemoolam

WEBBER, Heidi

Title of thesis:

EXPLORING PERSPECTIVES OF SOUTH AFRICAN FATHERS OF A CHILD WITH DOWN SYNDROME

Supervisor: Dr AJ Greyling

ZARAM, Gyang Nyam

Title of thesis:

AN EXPERIMENTAL STUDY OF SELF-REGULATED LEARNING WITH MATHEMATICALLY GIFTED PUPILS IN NIGERIAN PRIMARY SCHOOLS

Supervisor: Prof P Singh

DOCTORAL DEGREE CITATIONS

THE DEGREE OF DOCTOR OF PHILOSOPHY IN EDUCATION

AMINA BREY

Previous qualifications:

2011	BEd	Nelson Mandela Metropolitan University
2012	BEdHons (<i>cum laude</i>)	Nelson Mandela Metropolitan University
2014	MEd (<i>cum laude</i>)	Nelson Mandela Metropolitan University

Thesis:

THE EFFECT OF '6 BRICKS' GUIDED PLAY ON GRADE TWO LEARNERS' VISUAL PERCEPTION AND LEARNING ABILITIES

This study investigated the possible effect that construction play in the forms of guided play and guided play – with an exploratory talk, using the '6 bricks' approach – has on the development of learners' visual perception and reasoning abilities. This research study followed an explanatory sequential mixed-method design, with pre-post testing, using comparison and experimental groups to generate both quantitative and qualitative data.

The study took place with grade 2 teachers and their learners in five purposively selected schools in Port Elizabeth, South Africa. The quantitative data were generated via the pre-post-analysis of two tests, namely, the Visual Perceptual Aspects Test (VPAT) and Raven's Coloured Progressive Matrices (RCPM) test. Statistically significant improvements were found in the experimental group's visual-perception scores. Statistically significant improvements in the mean scores were also achieved in the exploratory-talk experimental group for the reasoning test. The qualitative data, obtained from teacher record sheets, researcher's observations and semi-structured, open-ended interviews were triangulated against the quantitative data.

The findings, when considered in the light of the literature, suggest that the '6 bricks' approach contributes significantly to the development of learners' visual perception and reasoning skills. This study thus provides a valuable contribution towards improving and understanding the development of visual perception and reasoning in young children.

THE DEGREE OF DOCTOR OF PHILOSOPHY IN EDUCATION

CHEMUNONDIRWA CHRISTOPHER CHITUMWA

Previous qualifications:

2006	MPhil (Education)	Nelson Mandela Metropolitan University
1999	Postgraduate Diploma in Science Education	University of Zimbabwe
1991	Graduate Certificate in Education	University of Zimbabwe
1988	Bachelor of Science	University of Zimbabwe

Thesis:

PRE-SERVICE TEACHERS' CONCERNS ON TEACHING PRACTICUM: A MIXED METHODS CASE STUDY FROM ZIMBABWE

This study was necessitated by the desire to understand the concerns that Zimbabwean pre-service teachers experience during teaching practicum in a rapidly changing world in the midst of a depressing, unstable socio-politico-economic environment.

The study employed a meta-conceptual approach, comprising constructivist and a social-cognitive epistemology as its theoretical framework. A concurrent mixed-methods research design focusing on the use of both qualitative and quantitative methodology was employed to gain insights into pre-service teachers' challenges during teaching practice. Through the use of both in-depth interviews and closed-ended questionnaires, Mr Chitumwa was able to gain a more comprehensive understanding of pre-service teachers' concerns.

The findings from the study revealed that pre-service teachers experience diverse concerns during teaching practicum related to classroom management, teacher knowledge, socio-economic factors, workload, interpersonal relationships and assessment anxiety. These factors all had a negative impact on their classroom practice. Although most of the pre-service teachers devised some coping strategies to address their concerns, together with the support of their teacher mentors and peers, they were critical of the support provided by their lecturer supervisors.

Mr Chitumwa's proposed framework to address pre-service teachers' concerns focuses on the use of networked-learning communities through the use of massive open-online courses (MOOCs), ICTs, the internet and social media, which extend beyond the school to include a virtual component. The study thus makes a significant contribution to our understanding of how digital media and communities of learning could be implemented to support pre-service teachers during their work-integrated learning.

THE DEGREE OF DOCTOR OF PHILOSOPHY IN EDUCATION

BRUCE PETER DAMONS

Previous qualifications:

1989	Secondary Teachers' Diploma	University of the Western Cape
2006	ACE (School leadership)	Nelson Mandela Metropolitan University
2011	BEdHons (Education Management) (<i>cum laude</i>)	Nelson Mandela Metropolitan University
2012	MEd (Education Management)	Nelson Mandela Metropolitan University

Thesis:

A COLLABORATIVELY CONSTRUCTED, THEORETICAL MODEL FOR UNDERSTANDING AND SUPPORTING THE WORK OF THE COMMUNITY VOLUNTEER IN A COMMUNITY SCHOOL

This highly praised thesis sought to explore how community volunteers could be recruited, supported and sustained to assist a community school operating in difficult socio-economic conditions in achieving basic school functionality. Through a collaborative process, the participants in the study attempted to address a significant gap in the literature, namely, how this could be achieved in a way that would be beneficial to the community volunteers as well. A School-Based Complementary Learning Framework (SBCLF) provided a multi-dimensional framework to understand the findings.

Mr Damons worked with community volunteers, using a participatory-action learning and action-research design, in addition to collaborative methods to generate local knowledge, which was then couched in theory, to produce a process model, in order to explain the conditions and actions needed to recruit, support and sustain community volunteers and their involvement in the school. This participatory approach to data generation allowed the voice of every participant to be heard; furthermore, agency was increased through such active participation; and the sense of affiliation to the volunteer group was deepened.

The process was underpinned by the ethical values of mutual respect; equality and inclusion; democratic participation; active learning; making a difference; collective action; and personal integrity.

The findings revealed that community volunteers did add immense value to the school by supporting both the teaching and learning processes. However, they also expected material support and opportunities to develop skills. In addition, the study revealed the need for more democratic and collaborative-management structures in schools. The participants also generated knowledge about what a community school should be and do; and how it should serve the interests of the children from the community. The findings provide clear guidelines for how school leaders might address the various complex challenges that confront them in these contexts.

THE DEGREE OF DOCTOR OF PHILOSOPHY IN EDUCATION

FARAH HENDRICKS

Previous qualifications:

1984	BA (Human Ecology)	University of Western Cape
1986	BEd	University of Port Elizabeth
1991	MEd	University of Port Elizabeth
2005	ACE in Human Rights Management	University of Pretoria

Thesis:

A PARTICIPATORY ACTION RESEARCH APPROACH TO ENGAGING PEER EDUCATORS IN THE PREVENTION OF TEENAGE PREGNANCY

In this thesis, Farah Hendricks suggests that prevention programmes designed and implemented by the youth for the youth may be more successful in helping them to make healthy decisions in terms of their sexual behaviour, than those designed by adult 'experts'. This study engaged youth in a participatory way in identifying and exploring their perceptions of teenage pregnancy, and using the knowledge thus gained to design, implement and evaluate prevention strategies in their school.

The study was informed by social-learning theory; and it adopted a participatory action-research (PAR) design, located in a critical paradigm. The research was conducted in two cycles. Cycle One focused on the answers to the question: "What do youth know, feel and think about teenage pregnancy?" This was intended to inform the action that the youth participants should take in Cycle Two: to create youth-friendly prevention strategies. The study has provided important theoretical and methodological insights. The knowledge thus generated from the study has made a contribution to the field of sexuality education, and how it should be approached in schools, particularly in communities facing social and economic adversity.

The methodological contribution of this study has provided guidelines and theory on how participatory action-research and participatory methods can be implemented in schools, to enable the youth to influence change in their schools – not only regarding teenage pregnancy, but also other social issues.

THE DEGREE OF DOCTOR OF PHILOSOPHY IN EDUCATION

TOBEKA EUGIÉ MAPASA

Previous qualifications:

1986	Senior Teachers' Diploma	L.L. Sebe College of Education
1995	Bachelor of Arts	University of South Africa
1999	BTech (Education Management)	Port Elizabeth Technikon
2005	MEd (Education Management)	Nelson Mandela Metropolitan University

Thesis:

A FRAMEWORK TO SUPPORT INEXPERIENCED POSTGRADUATE RESEARCH SUPERVISORS

The purpose of this study was to develop a framework to support experienced, as well as inexperienced, postgraduate research supervisors. Although it is often assumed that an academic holding a Master's or doctoral degree is adequately equipped to supervise the research of postgraduate research students, research findings indicate the contrary.

An in-depth investigation into the literature determined what it means to supervise effectively at postgraduate level; and it identified existing support programmes for such supervisors. The empirical study, with a phenomenological research design in the interpretive tradition, employed a purposeful sample, which consisted of faculty postgraduate studies committee chairpersons, inexperienced and experienced postgraduate research supervisors, generating data through meetings and semi-structured interviews.

Data analysis revealed that faculty support for postgraduate research supervisors was mainly informal; but it was not systematically documented. Faculty size, lack of resources, heavy workloads and timing emerged as factors impacting on support. The participants viewed good postgraduate research supervision as a relationship of human beings, involving critical engagement between students and supervisors – and as a developmental process of co-learning and mutual growth, culminating from joint efforts by both parties.

They had mixed feelings about the usefulness of faculties' support initiatives. Their support needs are designated mentors, manageable workloads, more focused support, briefing sessions, online resources, good timing, extended co-supervision, support at the relevant level, group supervision, time (and/or money to buy time) and better-prepared students. The duration of the support sessions and the presentation styles of the facilitators were cited, as issues requiring attention.

A framework was developed that could be used to support postgraduate-research supervisors within faculties – by integrating insights from the literature with the empirical findings, applying the principles of Mezirow's Transformative Learning Theory, thus contributing to the body of strategies for improving postgraduate-research supervision, as well as to the continuing debate on this matter.

THE DEGREE OF DOCTOR OF PHILOSOPHY IN EDUCATION

NOTHABO SHOKO

Previous qualifications:

2006	MEd (Sociology)	Midlands State University
1999	BA (English and Education)	University of South Africa
1985	Diploma in Secondary Teacher Education	Gweru Teachers' College

Thesis:

THE INFLUENCE OF PEER HARASSMENT ON THE WELLBEING OF FORM THREE LEARNERS IN ZIMBABWEAN RURAL DAY SECONDARY SCHOOLS

The aim of this study was to uncover the kind of influences that peer harassment had on form-three learners (grade 10) in Zimbabwean rural day secondary schools. This was accomplished by using a phenomenological approach, situated within the interpretivist paradigm. In-depth interviews were conducted with the learners from three rural day secondary schools. These provided rich, thick data on how their individual experiences of peer harassment influenced their wellbeing. The study, which was informed by an eclectic framework based on Erik Erikson's psychosocial theory, Bronfenbrenner's socio-ecological theory and Allardt's welfare theory, revealed that the learners had experienced various forms of peer harassment with physical-peer harassment being the most prevalent.

The findings of the study indicated that peer harassment had both psychological and social influences on the wellbeing of learners, which severely impacted their emotional state. Most learners felt that they were not receiving adequate support from their teachers, parents and guardians – due to what they perceived to be community values, which adults espoused on how learners were expected to manage peer harassment.

The study makes a contribution to our understanding of how peer harassment affects the psychological and social wellbeing of learners and how a multi-faceted collaborative approach involving all the stakeholders, such as the community, parents, teachers and learners, could serve to address peer harassment – by focusing on the design and implementation of anti-harassment policies.

THE DEGREE OF DOCTOR OF PHILOSOPHY IN EDUCATION

HENRY HOLLAN SSEMBATYA

Previous qualifications:

2001 BAEd

Makerere University

2004 MEd (Language & Literature)

Makerere University

Thesis:

AN ANALYSIS OF THE IMPLEMENTATION OF THE INTEGRATED APPROACH IN A LUGANDA LANGUAGE CLASSROOM IN UGANDA

This qualitative study set out to examine the manner in which the integrated approach to Luganda language teaching was implemented in selected ordinary level secondary schools in the Kampala district of Uganda. The study, which was positioned within an interpretivist paradigm, employed a phenomenological approach. Purposeful sampling was used to identify the teachers and the inspectors of school curricula that constituted the sample; and the data-generation strategies included personal interviews and observations, which were analysed, according to transcendental phenomenological data-analysis methods.

The findings illustrate that although teachers were positively predisposed towards the implementation of the integrated approach in a Luganda language classroom; and they were fully aware of how language learning could be enhanced, they were demotivated by challenges in the implementation process, such as teachers' misunderstanding of the integrated approach and the lack of professional training, learners' low language proficiency levels and the resistance to class participation, the examination-oriented system and the lack of efficient assessment instruments.

In reflecting on these challenges, Mr Ssembatya proposes wide-ranging creative strategies that could serve as guidelines for the implementation of the integrated approach in language classes – both nationally and internationally.

While the study makes a significant contribution to our understanding of the challenges associated with the implementation of the integrated approach to language teaching and learning; it also elucidates the potential of the integrated approach to explore interactive activities that could result in self-consciously active and reflective learning, where language and literacy practices are enhanced holistically.

THE DEGREE OF DOCTOR OF PHILOSOPHY IN EDUCATION

HEIDI WEBBER

Previous qualifications:

2008	ACE Remedial and Special Needs Education (<i>cum laude</i>)	Nelson Mandela Metropolitan University
2009	BEdHons (<i>cum laude</i>)	Nelson Mandela Metropolitan University
2010	MEd (<i>cum laude</i>)	Nelson Mandela Metropolitan University

Thesis:

EXPLORING PERSPECTIVES OF SOUTH AFRICAN FATHERS OF A CHILD WITH DOWN SYNDROME

Research on South African fathers of children with Down's syndrome (DS) is almost non-existent, despite the increased interest in the significance of fatherhood related to this disability. This exploratory, descriptive and interpretative study explored, for the first time, the impact on South African fathers and their management – emotionally, spiritually and physically – of the diagnosis of a child with DS.

Drawing on the System's theory, the researcher surmised the systemic link between the effect on the domains of the father of this life event and the intra- and inter-personal experience, their experiences of support and community reaction, and how fathers manage this life event. Narratives garnered from fathers from diverse cultural and socio-economic backgrounds reflected their personal interpretations of their experiences, beliefs, hopes, perceptions and attitudes related to the diagnosis of their child, revealing that although this is experienced in a highly individual way, the father's life is irrevocably changed at the very moment of the diagnosis.

Fathers who adapted most favourably to the complexity of this new situation appeared to be those who had gained a deeper understanding, based on the perimeters of their experience and knowledge; and they had accepted that their identity had now expanded beyond their original ideas of a primary fatherhood role. Thus, the father who is tolerant of his own vulnerability is positioned to accept the diagnosis – and also that of the child – as a fully functional part of the family.

This study purposely presented discussion, recommendations and guidance for understanding and support for South African fathers of a child with DS.

THE DEGREE OF DOCTOR OF PHILOSOPHY IN EDUCATION

GYANG NYAM ZARAM

Previous qualifications:

1987	Secondary Education	Government Teachers College Foron, Plateau State, Nigeria
1991	Higher Education (NCE)	College of Education, Akwanga, Nasarawa State, Nigeria
1997	BEd (Special Education)	University of Jos, Nigeria
2007	MEd (Educational Psychology)	University of Jos, Nigeria

Thesis:

AN EXPERIMENTAL STUDY OF SELF-REGULATED LEARNING WITH MATHEMATICALLY GIFTED PUPILS IN NIGERIAN PRIMARY SCHOOLS

This study addressed the cognitive challenges that gifted pupils in Nigerian primary schools experience daily in the mainstream of education, when they are taught a common-core curriculum. Lack of differentiation implies that these highly intelligent learners are not provided with maximum opportunities to realise their potential fully. The main aim of this research was, therefore, to determine whether primary five gifted pupils in Nigeria could successfully master an enriched and advanced primary five mathematics curriculum by using self-regulated learning strategies. Gyang explores this by conducting an experiment with gifted pupils in Nigerian primary schools, where an advanced-level curriculum – specifically designed for these learners – was employed, using self-regulated learning strategies, in contrast to the traditional teaching strategies used in the regular classrooms.

The empirical results strongly suggest that gifted pupils, even in primary five, are capable of self-regulating their own learning through self-monitoring, self-evaluation, and self-reinforcement. The findings of this study also affirm that there is a significant relationship between self-regulated learning, gifted learners, and an enriched advanced-level differentiated curriculum, as a realistic alternative to the present regular curriculum for gifted pupils in the mainstream of education.

The results confirm that gifted pupils are capable of working on higher conceptual levels, using problem-solving methods, as opposed to the chalk-and-talk method of direct teaching. Metacognition, motivation, and creativity are key elements that drive self-regulative activities successfully. Thus, the findings of this study could hold important implications for the future guidance of gifted primary-school teaching, as well as teacher training.



VISION

To be a dynamic African university, recognised for its leadership in generating cutting-edge knowledge for a sustainable future.

MISSION

To offer a diverse range of quality educational opportunities that will make a critical and constructive contribution to regional, national and global sustainability.

To achieve our vision and mission, we will ensure that:

- Our values inform and define our institutional ethos and distinctive educational purpose and philosophy.
- We are committed to promoting equity of access and opportunities so as to give students the best chance of success in their pursuit of lifelong learning and diverse educational goals.
- We provide a vibrant, stimulating and richly diverse environment that enables staff and students to reach their full potential.
- We develop graduates and diplomates to be responsible global citizens capable of critical reasoning, innovation, and adaptability.
- We create and sustain an environment that encourages and supports a vibrant research, scholarship and innovation culture.
- We engage in mutually beneficial partnerships locally, nationally and globally to enhance social, economic, and ecological sustainability.

VALUES

i. Respect for diversity

- We reflect and serve diverse regional, national and global communities
- We promote an open society where critical scholarship and the expression of a multiplicity of opinions and experiences are actively encouraged
- We foster an environment in which diversity is appreciated, respected and celebrated
- We are committed to accessibility, inclusivity and social justice

ii. Excellence

- We promote, recognise and reward excellence in our teaching, learning, research and engagement
- We promote, recognise and reward excellent service delivery to all our stakeholders
- We provide a supportive and affirming environment that enables students and staff to reach their full potential
- We adopt innovative approaches to promote excellence in our institutional policies, structures, processes and systems

iii. Ubuntu

- We are a people-centred university
- We respect the dignity of others
- We recognise our mutual interdependence
- We promote compassionate and responsible citizenship

iv. Integrity

- We act with integrity and accept responsibility for our actions
- We behave in an ethical and professional manner
- We conduct our activities in an accountable and transparent manner
- We ensure the integrity of our information, systems and processes

v. Respect for the natural environment

- We care about the environment and recognise our responsibility to conserve, protect and properly manage natural resources for ourselves and future generations
- We promote the integration of sustainability principles into our academic practices, institutional operations and design of physical infrastructure
- We encourage mutually beneficial and sustainable approaches to community service and engagement
- We inspire students and staff to embrace environmentally friendly practices

vi. Taking responsibility

- We acknowledge our personal responsibility for ethical behaviour towards others
- We assume responsibility for the achievement of personal and institutional goals
- We accept responsibility for our actions and the consequences thereof
- We provide an environment that encourages students and staff to take responsibility for their academic and professional endeavours

EDUCATIONAL PURPOSE AND PHILOSOPHY

- We provide transformational leadership in the service of society through our teaching and learning, research and engagement activities.
 - To achieve this we are committed to developing the human potential of our staff and students in the full spectrum of its cognitive, economic, social, cultural, aesthetic and personal dimensions in the pursuit of democratic citizenship.
- We adopt a humanising pedagogical approach that respects and acknowledges diverse knowledge traditions and engages them in critical dialogue in order to nurture a participative approach to problem-posing and -solving, and the ability to contribute to a multi-cultural society.
- We inspire our stakeholders to be passionate about and respectful of an ecologically diverse and sustainable natural environment.
- We will be known for our people-centred, caring, values-driven organisational culture that will allow all members of the university community to contribute optimally to its life.

CONGRATULATORY MESSAGE FROM THE ALUMNI ASSOCIATION

Congratulations on your achievement! You are now an alumnus of NMMU. We would like to take this opportunity to introduce you to the NMMU Alumni Association.

Once you have obtained your NMMU certificate, diploma or degree you become an alumnus of the university and a member of the NMMU Alumni Association. The Association is recognised by the NMMU Council as a structure of the University. The Association supports and enhances the realisation of the University's vision and mission through maintaining and expanding positive relationships with its members.

The University can be supported in a variety of ways including sharing news, expertise, skills, networks and contributions in cash and kind. Cash donations to the Alumni Fund are used to fund bursaries, projects and the NMMU Capital and Endowment Campaign. Every contribution makes a difference. Donations can be made online as well.

Join our existing alumni chapters nationally and internationally or help establish new ones to maintain and build our networks. We encourage you to remain active NMMU ambassadors.

The role of the Alumni Relations Office

The Alumni Relations Office is responsible for the day-to-day management and running of the Alumni Association, the University Shop and all matters related to alumni relationship building.

We kindly request all alumni to ensure that we have your latest contact details to invite you to chapter socials and networking events as well as provide you with information regarding alumni and NMMU achievements. You are also requested to send us news regarding your or fellow alumni achievements and interesting experiences for publication in our newsletters and on the website.

Please visit our website for more information <http://alumni.nmmu.ac.za> or e-mail us at alumni@nmmu.ac.za or join our Facebook page **NMMU Alumni**. Other contact details include tel. +27 41 504 3935 and fax +27 41 504 1417. You are also most welcome to visit the Alumni Relations Centre on the North Campus in Port Elizabeth.

Remember to buy your memorabilia from the University Shop during graduation.

We look forward to hearing from you. Stay connected to your *alma mater*!

NATIONAL ANTHEM

**Nkosi Sikelel'i-Afrika,
Maluphakanyisw'uphondo lwayo,
Yizwa imithandazo yethu,
Nkosi Sikelela, thina lusapho lwayo.**

**Morena boloka setjhaba sa heso,
O fedise dintwa le matshwenyeho.
O se boloke, O se boloke setjhaba sa heso,
Setjhaba sa South Africa.**

South Africa.

**Uit die blou van onse hemel,
Uit die diepte van ons see.
Oor ons ewige gebergtes
Waar die kranse antwoord gee.**

**Sounds the call to come together,
And united we shall stand.
Let us live and strive for freedom,
In South Africa our land.**