

Editorial

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This second Issue of Volume 11 of *Lonaka Journal of Learning and Teaching* presents a range of research-based analysis of a broad range of curriculum related topics across disciplines. The articles address issues of teaching, learning in a formal educational environment. Some articles capture an often neglected consideration: community education and social learning – by highlighting issues that flag curriculum considerations in areas such as social responsibility, accountability, social awareness and social/ community learning. Below is a quick peek into the articles:

Kemmony Collete Monaka examines an objective depiction of pulsing in the vocal folds during the production of voiced sounds in a language. The depiction is made by means of the electro-laryngograph, an equipment which non-invasively monitors vocal fold activity and provides detailed presentation of the delicate activity of the vocal folds during speech.

Kabo Letlhogile, Segolame Kaelo and Motshedisi Sabone present a literature review and a range of dialogues with healers and users of complementary and alternative medicine system. It is evident that clients use traditional medicine use it along with western health system. They argue that in spite of clients of traditional medicine use both the alternative and modern medicine systems, there has been very little effort in Botswana to integrate the two systems.

Janet Kuhlman, Mule Magama and James Amanze analyse nursing care and its evolution as a vocation in the religious milieu for those who were freed from self. They challenge the practice as well as professional education and training of nurses to embrace spirituality and spiritual care.

Eureka Mokibelo in her paper examined the factors that contributed to poor academic performance by student-teachers in the Setswana Language Teaching programme in Colleges of Education who train for primary education, and urges for a strong re-engineering of the Setswana teacher education curriculum.

Motshedisi Sabone, Gaonyadiwe Lubinda-Sinombe, Norman C. Swart, and Lefitile Lekone Use the case of Botswana to interrogate the Bachelor of Nursing Sciences programme, and note the need for education programmes in Nursing to be periodically reviewed in order to determine the extent to which they meet the expectations of the learners and those of the customers served by graduates.

Anderson Monthusi Chebanne and Kemmony Collete Monaka examine the multi-lingual context of Botswana and observe a contradiction in languages use practice that promotes Setswana and English only. They argue that this minimalist language use practice creates an impression of a monolithic ethno-linguistic country, and call for a broadening of language rights through policy, education in order to afford citizens equal rights in all domains of development.

Teboli David Makafane investigated the challenges experienced by student teachers during micro teaching in the Faculty of Education at the National University of Lesotho, and identifies thematic areas for student teacher support interventions.

Nyemudzani Oitsile and Reginald Oats investigated the performance of learners in Agriculture at primary school leaving examinations and in junior secondary examinations levels at Zwenshambe primary school and Zwenshambe community junior secondary school using a qualitative research approach. Their findings uncover a range of factors that demand educational needs to bolster student performance.

Theophilus Tebetso Tshokudu has delved into a management education realm of dispute resolution in Botswana public sector, flagging opportunities for broader community education and reform.

Magdalene Chilalu Mannathoko and Attwell Mamvuto examine a case for curriculum integration as an approach to contemporary arts education. They note that in Botswana, and Zimbabwe, these arts are differently identified and named. Their paper examines the differences in classification but establishes a common framework of comparability of integration of arts education in the two nations.

Christian John Makgala addresses the crucial matter of student employability, enrolment and academic planning amid drop in student admission rates in some disciplines in university, focusing on University of Botswana as a case. He observes that departments adversely affected by decline in student numbers responded fairly well by proposing attractive new study programmes relevant to the job market.

Wanani Tshiamo and Mabedi Kgositau studied the topic of disclosure in public health, in the socially sensitive area of child abuse. They describe it as a process of telling an adult about an incident of child sexual abuse. They argue that disclosure can be difficult to initiate as it involves a topic that is difficult and rarely openly discussed. Their paper has implications for health professionals education and training.