

EDITORIAL

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That education is the bedrock development in any society cannot be overstated. It is for this reason that *Mosenodi* Journal is dedicated to publishing cutting edge articles on education-related research. This volume contains twelve articles covering a wide range of topics on education and educational research.

Tobias, Mukhopadhyay and Lekoko explores teachers' experiences with strategies for teaching Learners with Visual Impairment (LVI) in special and inclusive classrooms in Oshana region of Namibia. The study employed a phenomenological design emanating from a qualitative approach. The findings of the study revealed that; although teachers were willing to use appropriate teaching strategies, they lacked the skills to create, develop and use tactile materials correctly. The study also revealed that, schools have a shortage of ready-made tactile materials. As a result, LVI were made passive, for they could not participate actively in the classroom activities. It is therefore important for teachers to receive training on how to create and develop teaching materials such as tactile and model representation for LVI. **Malunga-Payet** shows that even though Setswana language uses all the frames of spatial reference, the geographical space that a Setswana-speaking learner of French is used to in Botswana and the way he or she manipulates space is, in most cases different from that of a native French speaker from France.

Mabusa reports on exploratory study designed to identify the In-service Professional Development (IPD) needs of agricultural science teachers in Botswana. Positioned in the context of decentralized reforms of the teachers' IPD by the Education Ministry (Republic of Botswana, 2006), the study aimed to voice the teachers' own views of their IPD needs. The study reveals teachers' views of their IPD needs and demographic patterns that lead to recommendations for more targeted IPD activities with implications at regional and national levels in Botswana in ensuring targeted IPD provisions for the teachers. **Phatshwane and Faimau** discuss the inclusion of the African history in the higher learning curricula. Through the lens of Afrocentricity, they argue that African history, narratives and experiences are determinant factors of the future. This is to say that, meaningful contributions to the development and study of Africa should include Africa's own history, narratives, perspectives and interests. Without their preservation, acknowledgement and incorporation into educational institutions for future generations, graduate unemployment perpetuated by inability to contextualize skills, emigration and continued dependence on the west plus a magnified loss of African pride and culture will continue to exist. A rigorous Afrocentric curricula transformation therefore remains an important matter deserving of attention and interrogation among institutions of higher learning in the continent especially Botswana.

Using ecocriticism theory, **Koketso** argues that Anne Fine's *The Play of Goggle Eyes* play can be used to teach environmental conservation through the teaching of the English language as a subject, further positing that the demands and or the aspirations of Botswana's education system falls short of achieving its intended purpose because the teaching of environmental issues is left to the discretion of an individual teacher who may emphasise more on the "social constructivism" and "social linguistic determinism" of the text. The paper concludes that Junior Certificate English Syllabus should be repackaged to make environmental education through literature more proactive rather than leave this vital aspect of humanity to individual teacher's inclinations. **Kagiso and Nkhwalume** discuss the

potential and challenges of integrating technology in mathematics instruction using GeoGebra. A case study method to gauge teachers' experiences on using the software to teach geometrical constructions was employed. The findings indicate that GeoGebra has the potential to support teachers if utilised effectively, but had its challenges. For example, teachers' lack of knowledge on ways to integrate ICT in the curriculum, how to exploit its features in mathematical activities and not enough or limited access to computer hardware were some of the the obstacles and challenges perceived by teachers. Overall the study provide reasons to believe that GeoGebra has a potential in enhancing teachers' mathematics instructional practices as evidenced by the participants' general acceptance of its use in their lessons.

Solly and Koloji-Keaikitse assess the predictive validity of students' performance in practical based assessments and their performance in theory, a national standardized graded examination. A quantitative correlational design was adopted to assess the relationship between students' performance in practical and their performance in theory. Results show that students' performance in practicals significantly predicted their performance in theory showing that students' performance in practical examinations plays an important role in predicting their performance in theory. Findings of this study can be used as a point of reference by the Ministry of Basic Education to revisit the assessment of practical subjects such as Agriculture with a view to align them with the national long-term vision, goals and strategies. **Gosiame** sought to find out the factors that influences student's attitude and interest in their Design and Technology subject and how this affect their academic achievement. A focus group discussion was carried out to establish the views of the students towards the subject and how various elements they are exposed to in their average schooling life impact on their performance. The results show that the overall attitude of the students is unanimously positive towards the role of Design and Technology in their lives.

Tsikati investigated factors that influence the change of subject specialisation by Primary Teachers Diploma (PTD) students at teacher training institutions in Eswatini. The study was a descriptive survey research triangulating a desk review, modified Delphi technique and a survey questionnaire in data collection. The findings reveal that outside college experience and professionals were the main factors behind the changing of specialisation by student teachers at teacher training institutions in Eswatini. The study recommends that lecturers should be careful as they interact with the students since have an influence in the changing of the specialisation. **Bakokonyane** sought to find out the causes of learners' academic performance on topic time in Mathematics. The study further sought to establish the strategies that can be used to improve academic performance on the topic. The study used mixed method approach and explanatory research design. The findings show that factors such as lack of commitment; lack of time and poor methods of teaching contribute to poor academic performance on question time. Some of the interventions suggested include having special training on teaching the topic time; establishing the Mathematics club and having Mathematics quiz competitions

Sabone, Mbatha-Ndaba and Ntsagagae present case studies which provide exemplars for the epidemiologic and demographic transitions in community-home-based care and sensitize health care providers, policy makers and researchers on how the needs of clients have evolved overtime and the implications of such evolution for policy, program, research, and curriculum. This has implications for educational research and development as it relates to student nurses' learning the role of a nurse in health, prevention of illness and continuity of care by the wider community. **Mashumba** presents findings from an exploratory

investigation of male sex work in Gaborone and Kasane. In-depth face-to-face interviews were conducted and key findings from five interviews on sections focused on, a) sexual orientation, b) entry into sex work, and, c) family dynamics and influences are discussed. The study reveals that most respondents were sexually abused as children and not accepted/rejected by family when they came out or discovered by family members to be gay or bisexual. The study argues that a history of childhood sexual abuse and familial rejections of certain sexual orientations should be considered when planning interventions for male sex workers. This study sheds light into issues affecting the LGBT community and most importantly could educate and influence policy on the protection of vulnerable with implications for wider educational research and development.

It is hoped that the collection of articles in this volume will be of immense interest to the general readership.