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Volume 27 Issue Number 2 of *Mosenodi: International Journal of Educational Studies* contains five research articles addressing educational and educational-related issues.

Sepopa, Tsamaase and Kgosi assess professional development strategies used by early childhood educators to enhance their skills and knowledge. The challenges impeding professional development in early childhood centres are explored. The study uses a qualitative descriptive design underpinned to understand the professional development phenomenon as it occurs in early childhood centres. Six (6) educators and three (3) administrators from three (3) private pre-schools in Gaborone were conveniently sampled. Data was collected using one-on-one semi-structured interviews. Findings from the study indicated that numerous professional development strategies are applied in preschools. Internal professional development approaches commonly implemented in preschools include mentorship, team building activities, personality tests and communities of practice. External strategies used to enhance the competence of early childhood educators include long term training, short courses and workshops. Lack of funds, time constraints for educators, legal restrictions, language barrier, lack of interest by educators and failure to communicate training needs were major hindrances to professional development in preschools. These findings illustrate the need for early childhood centres to work closely with training institutions to tailor make programmes that suit the needs of preschool educators. The study point to several implications for practice and policy which need to be considered in order to improve professional development for early childhood educators.

Chiutsi and Mamvuto examine how children represent culture through spontaneous graphic art. Based on the analysis of children's drawings and perceptions of art teachers, the study draws pedagogical implications emerging from the findings of the study. This was a qualitative case study, conducted at a rural primary school in the Gutu District of Zimbabwe. The data collection involved unstructured interviews with four teachers and their selected

students, observation of students engaged in drawing, and document analysis of teachers' educational plans, syllabi and students' artwork. The findings of the study show that spontaneous drawings by children typically reflect their socio-cultural environments and imagination. Cultural influences play a significant role in children's visual art development. Through art, children convey their imagination and understanding about gendered roles, agricultural practices, and their environments. Teachers employ various methodologies to enhance cultural recognition through graphic art and to deliver art lessons, for example; play-based approach, student-centred learning and guest-teacher presentations. The study revealed that learners had limited time for drawing activities. Pedagogical implications of the study are elaborately discussed.

Ramothonyana analyses the types of teacher talks employed in Setswana and English classroom interactions at Phatsimo junior secondary school in the Tutume Sub-region of Botswana. A qualitative case approach involving one class of form 3 students and one English teacher and one Setswana teacher as participants was applied. Videography and observation tally sheets were used to collect data during a total of four class sessions. The study employs the Flanders Interaction Analysis Category (FIAC) framework to shape the analysis and discussion. The results show that content cross was the most used type of teacher talk, indicating that most of the instruction time in the classroom was dominated by teacher dependence on lectures and questions, with the learners being mostly passive. This was followed by teacher control, indicating extensive commands and reprimands by the teacher. Teacher support is the least used type of teacher talk indicating that less encouragement and reinforcement is received by learners from the teacher. Ramothonyana, concludes that the dominance of teachers in the classroom may have a negative implication on academic performance of learners. Findings of the study draw important implications for curriculum developers indicating the need to evaluate and re-structure teacher-training programmes.

Bakokonyane and Pansiri examines the marking and grading of assignments in higher education institutions in Botswana using the item estimators' parameter and Blooms Taxonomy. They argued that the approach helps in constructing, validating assignment items, marking, grading and analysing the marks. Using a qualitative approach, eight lecturers were assisted to mark and grade twenty (20) students' assignments for two (2) modules. From the interviews using the item estimators' parameter and Blooms Taxonomy four themes including simplicity, flexibility, accuracy, and speed emerged proving the effectiveness of the approach in making marking and grading fair, well-organised and simple. The authors recommend that institutions of higher learning implement the Bloom's Taxonomy and Item Response Framework to mark and grade assignments as it has been proven to improve quality.

Makgala advocates for teaching history in schools and shows a direct connection between the value of history education and its practical implications for society and the economy. The paper argues that the major cause of unemployment in Botswana is corruption and mismanagement of public resources. Makgala contends that the fight against corruption is virtually a lost cause, the offering of the arts and social sciences is, therefore, a soft target and

convenient scapegoat for escalating unemployment. The value of history education and its practical implications for society and the economy lie in its ability to foster national identity, pride, and unity for development. Unity is part of Botswana's enduring national philosophy of *Kagisano* (peaceful co-existence), which includes Democracy, Development, Self-reliance, and Unity. This study challenges a perspective that has yet to gain traction among Botswana's policymakers, who continue to prioritize STEM disciplines over the humanities and social sciences. It concludes by stressing the importance of emphasizing these fields to help mitigate the potential negative societal impacts of artificial intelligence.