

Editorial Comments

Greetings from the Robert Mugabe School of Education and Culture! We would like to present to you the School's first issue of the journal titled *Journal of New Vision in Educational Research* (JoNVER). As it is the School's maiden issue, the editors have found it prudent to preface the issue with a paper which the Vice Chancellor of the University, Professor Rungano Jonas Zvobgo, who is himself an accomplished educator, presented at an International Conference. The Vice Chancellor's paper is titled "Reforms in higher education in Africa: Revitalising Africa's higher education systems through research." The VC's major argument is that institutions of higher learning including universities, particularly African universities, should engage in life transforming research and programmes. The paper thus anticipates the general thrust of the School journal, which is to be a journal of new vision in educational research. JoNVER's vision resonates with the concerns the VC raises in his paper particularly that effective research should guide institutional programmes and national development.

The papers in this issue cover a wide range of research interest and disciplines ranging from special needs education, technical subjects, mentoring, language, STEM, to communication, among others. In a paper titled "Teachers' knowledge of curriculum adaptation and adaptation strategies for learners with special educational needs in Zambia" Muzata and Mahlo established that teachers' knowledge of curriculum adaptation was limited and they could not adapt effective strategies for learners with special needs. The paper recommended teacher orientation and capacity building on the concept of curriculum adaptation.

Mandiudza and Jinga in their paper titled "Synchronising the vocational subjects' pedagogy with their assessment approaches: A case of the Ordinary Level Agriculture in Masvingo urban schools" investigated the suitability of the assessment approaches used in Agriculture vis-à-vis its pedagogy and curriculum goals. The authors established that shortage of resources and unsuitable learning environments compromised assessment procedures. They recommended the use of more continuous assessment than summative.

In their study with the title “Mentoring experiences of student pastors from a theological college in Zimbabwe” Ndamba and Munamati investigated student pastors’ perceptions and experiences of their one-year mentoring stint. Acknowledging that the period was developmental and enriching, the study suggested how mentoring in Theological colleges could be improved.

Mareva and Gonye, in their paper “Replacement of the ZIMSEC O-Level English Language Paper 2 registers component with the grammar component: Teachers’ and learners’ perceptions” established that the replacement of registers with language structures in the O’ Level examination Paper Two impacted negatively on the teaching of registers. The authors found that participants bemoaned the replacement since they felt that the registers, which were more inclined to inculcate *unhu/ubuntu* values than the over examined language structures, were no longer being taught despite being in the syllabus. The paper recommended the retention of the registers in the examination paper, among other issues.

In an environment related study with the title “Effects of dam-induced displacement on teaching and learning: A case study of Tokwe-Mukosi disaster in Chivi, Zimbabwe” Chimbunde explored how the construction of Tokwe-Mukosi Dam impacted on the teaching and learning in the affected area. The study established that upstream flooding disrupted teaching and learning over great periods. It recommended that future developments should be preceded by pre-project baseline surveys which take on board social and cultural dynamics of affected communities.

Mataruse, Munyaradzi and Muza, in their paper titled “Teaching of rhythm fundamentals through indigenous songs in Zimbabwean primary schools” explored how indigenous music could be used to teach basic rhythm to learners in the primary school. The authors established that indigenous songs, in particular, are a better means of teaching rhythmic basics than Western European music, which is divorced from the learners’ culture. The study recommended that stakeholders adopt the Zimbabwe –Pasichigare RhythmEduc, an approach that relies on familiar indigenous songs in the teaching of rhythm.

In a paper on inclusive education, Mahanya noted that inclusive education continued to be popular especially with learners with visual impairment in both primary and secondary schools. The paper, however, noted that inclusiveness at university was compromised because almost all lecturers had not been trained on the mechanics of handling inclusive classes. It was recommended that there be training workshops to equip all concerned lecturers with requisite training in specific contemporary technological pedagogical content knowledge (TPCK) that could help them meet the academic needs of students with visual impairment in inclusive university education.


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Mareva and Zvobgo's paper "Mentors' and supervisors' perceptions on B.Ed. Pre-Service student teachers' skills in lesson planning and evaluation" found out that most of the students struggled to articulate clearly the different components of a detailed lesson plan. Their paper recommended a peer and micro-teaching module for the students as well as a handbook on teaching practice documentation.

Madusise's paper with the title "Possibilities for implementation of STEM education in Zimbabwean under-resourced Mathematics classrooms" explores possibilities and challenges of actualising STEM in Zimbabwean high schools. The author argues that for STEM to succeed there is need for an instructional orientation that draws from the everyday experiences.

Madzanire's paper, "Suggesting an education strategy to reduce cultural conflict in diverse learner populated schools" found that language-based cultural conflict in mine schools could be reduced by establishing well-resourced language learning centres that foster values such as respect, tolerance and dialogue.

Finally, in the paper, "A content analysis of WhatsApp status notifications in human communication" Mapako and Mareva examined the meaning and importance of WhatsApp statuses. Examining several statuses, the writers established that WhatsApp statuses communicate invaluable messages which range from religious, personal to emotional. The study concluded that WhatsApp statuses are a very important means of communication which should be taken seriously in people's endeavour to gain deeper insights into human communication.



Prof. R. Mugweni

Chief Editor