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## CONTRIBUTOR BIOGRAPHIES

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### **Ms Kaylianne Aploon-Zokufa**

Kaylianne Aploon-Zokufa is a lecturer in the Institute for Post-School Studies (IPSS) in the Faculty of Education at the University of the Western Cape (UWC). She is a PhD candidate and her research topic is: 'An investigation into how mature women ECD (early childhood development) practitioners access higher education through the BEd Foundation Phase programme'.

### **Prof. Suzanne Bester**

Suzanne Bester is an associate professor and healthcare practitioner in educational psychology. She is employed by the University of Pretoria in the Department of Educational Psychology, where she has gained extensive experience in, amongst others, clinical supervision of students in educational psychology. Together with her students, she consults with children, adolescents, and their families in the treatment of diverse psychological challenges. She has a special interest in the assessment and diagnosis of neurodevelopmental disorders in children.

### **Dr Helen Brown**

Helen Brown is a PhD fellow in the IPSS in the Faculty of Education at the UWC. She is also a member of the Strategy and Research Division of the Manufacturing, Engineering and Related Services Sector Education and Training Authority. Her PhD in education focused on artisan trade testing in the engineering technical and vocational education and training space (TVET). Her work in quality development of vocational education and training (VET) systems has been in the areas of large-scale competence diagnostics, professional development of TVET college lecturers, information and communications technology (ICT) teaching and learning platforms, and skills for the industrialisation of new product innovations.

**Dr Marcus Brändle**

Marcus Brändle is a member of the Faculty of Management, Economics and Social Sciences at the University of Stuttgart. He has been working in the Department of Vocational Education with a focus on Teaching Technology (BPT) since 2018. His research interests include competency research for the interdisciplinary school subject, Science and Technology, as well as digitisation and digitisation-related competencies of teachers and student teachers in Germany and internationally.

**Ms Stefanie Holler**

Stefanie Holler is a research fellow in the Department of Vocational Education with a focus on Teaching Technology at the University of Stuttgart. Her research focus is professional development of TVET lecturers (with a particular focus on South Africa), digital teaching and learning, as well as language, literacy, and learning in the STEM (science, technology, engineering and mathematics) disciplines. She has teaching experience in the engineering fields of study in Germany and, in research and development projects, has trained TVET lecturers in South Africa.

**Prof. Wayne Hugo**

Wayne Hugo is a member of the Department of Education and Development in the Faculty of Education at the University of KwaZulu-Natal. He is dedicated to pursuing how education and learning function as mechanisms across various sectors of education (academic, technical, vocational, and occupational), different modalities (contact, hybrid, online), different scales (from neuron to international), and different types of learning mechanisms (artificial and natural).

**Dr Musa Mokoena**

Musa Mokoena is a member of the Department of Education and Development in the Faculty of Education at the University of KwaZulu-Natal and holds a PhD in education and development from this university. He has over 30 years' experience in TVET in Eswatini and as a lecturer and later principal at two TVET colleges, the Swaziland College of Technology and the Vocational and Commercial Training Institute, Matsapa.

**Dr Ian Moll**

Ian Moll is a research fellow at the Centre for Researching Education and Labour (REAL) at the University of the Witwatersrand, having retired from the Division of Educational Technology at the university in 2021. With a PhD in cognitive science and education from the University of Geneva, his interests lie in theoretical psychology; knowledge, work and skill; the networked society; learning and pedagogy; and educational technology.

**Mr Mbofheni Abbie Mulaudzi**

Mbofheni Mulaudzi is a member of the Department of Mathematics, Natural Sciences and Technology Education in the Faculty of Education at the University of the Free State. He is a teacher educator and an emerging researcher who is establishing himself as a leading voice in the field of electrical engineering education. He is known for his innovative approaches to technical teacher training and for his commitment to quality teaching and training.

**Dr Seamus Needham**

Seamus Needham is the Acting Director of the IPSS in the Faculty of Education at the UWC. He has been active in vocational education, policy and development for about 25 years.

**Ms Victoria Nepembe**

Victoria Nepembe is a member of the Department of Secondary Education in the Faculty of Education at Rhodes University. She is a PhD scholar in the faculty and, has used her experience with digital technologies in TVET colleges to research technological pedagogical content knowledge among instructors. Her goal is to understand how the three areas of knowledge enforce effective integration of technology and teaching at vocational schools.

**Prof. Joy Papier**

Joy Papier is the National Research Foundation Chair: TVET at the IPSS in the Faculty of Education at the UWC. She has published on vocational and general teacher education in several academic journals, presented at conferences and on public panels, participates in national government task teams, and is an external examiner for numerous postgraduate dissertations in the field of TVET. She has been actively involved in TVET research, policy development, and capacity-building for over 25 years.

**Dr Benjamin Seleke**

Benjamin Seleke is a member of the Department of Sciences and Technology Education in the Faculty of Education at Walter Sisulu University. He is a prominent teacher educator specialising in technology education and TVET. Renowned for his work on problem-based learning and the infusion of indigenous knowledge, he advocates for an inclusive curriculum. He also champions continuous professional development and extends his expertise to those working in adult and community education.

**Dr Clement Simuja**

Clement Simuja is a senior lecturer in the Department of Secondary Education in the Faculty of Education at Rhodes University. He has spent a decade researching the integration of digital technology at schools and universities and in adult learning. His research involves the intricate interaction between content, pedagogy and technology in digital education, specifically concerning the obstacles encountered in technology-based education implementation.

**Dr Nixon Teis**

Nixon Teis is a teacher educator and researcher and the former Head of School of Mathematics, Natural Sciences and Technology Education at the University of the Free State. His research interests are in teacher knowledge, with a discipline-specific focus on technical teacher knowledge, teacher professional development, and the impact of technological advancements on technical teacher knowledge and capacity.

**Prof. Bernd Zinn**

Bernd Zinn is a professor of vocational education with a focus on technology didactics at the Institute of Educational Science at the University of Stuttgart. His research focuses on teacher training, educational technologies, teaching and learning processes, competence development, as well as inclusion and dealing with heterogeneity in technical education and training.