Reflections on the book: Science of Learning and Development

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Introduction

• First and foremost, let me take this opportunity to thank the organisers choosing me to serve as a respondent to this book.

• I want share ideas four ideas on the Science of Learning and Development
The Covid-19 pandemic – Exposure

• The Covid-19 pandemic has exposed and magnified educational disparities that long existed between the previously advantaged and disadvantaged students that were hidden.
New approaches to learning and development

• These challenges have underlined the importance of humanistic approaches (language, culture) to learning and development.

• The Science of Learning and Development underscores this realisation and offers or proposes a solution.
The benefits that came with the Covid-19 pandemic

- The benefits of science and technology in advancing educational practice.

- For example, I used the Collaborative Online International Learning (COIL) platform, which allowed students to be involved in a cross-border collaboration or interaction with people from different backgrounds and cultures.
Progress in the study of learning

• Even before the Covid-19 pandemic, the world had already made progress on how learning and the development take place. However, such learning has always been short of an integration of different knowledges that cut across disciplines.

• SoLD attempts to close this gap
New ways of Learning

• What did we not know until now, is what the Global South has to offer on how learning takes place. Also, how qualitative research methodologies bring to table about how learning and development occur.

• This volume shows how these different perspectives contribute to the science of learning and development. It also shows how the perpetuation of one-sided view of the world or reality reinforces those who are on the pressed-side of life.
Decolonisation

• This book brings to the forefront the question: How can transforming an educational system within a post–colonial context, produce equity and citizens in the 21st Century?

• The volume highlights the need for the decolonization of the education in the Global South, especially in a place like South Africa. Our research with colleagues from eight other universities (UJ, UP, UWC, WITS) in SA resonates with this volume on understanding epistemic access and success of students who are from historically disadvantaged backgrounds.
Equity and Learning

• This volume, especially the last chapter: *Focusing on Equity* helps us to turn our attention epistemic justice, and particularly on the following issues:
  - Decoloniality
  - Cognitive Justice
  - Ecologies of Learning

• Our work Liesel Ebershorn, Qing Gu and others on: The Schools as Enabling Places resonates with this volume on this issues. Our systemic reviews in this area shows that

• Successful learning and development require the ability to be self-generative, creative, inner-directed, socially aware, sensitive, and responsible, flexible, and psychologically resilient
Conclusion

• This volume highlights the importance of thinking about teaching, learning, and equity as being fundamentally intertwined. This is to me a critical contribution, since equity is too often an add-on.

• We need to put these ideas in action.
Thank you for listening

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Thank you