

Reflections on the book: Science of Learning and Development

Discussant

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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



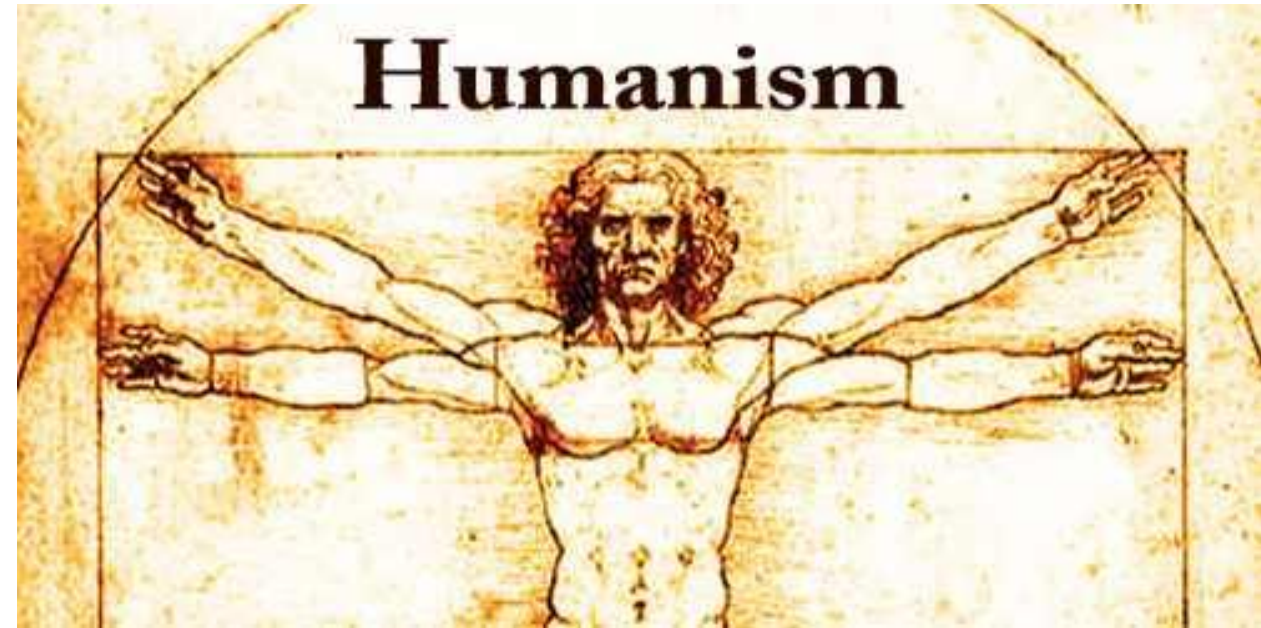
The Covid-19 pandemic –Exposure

- 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.



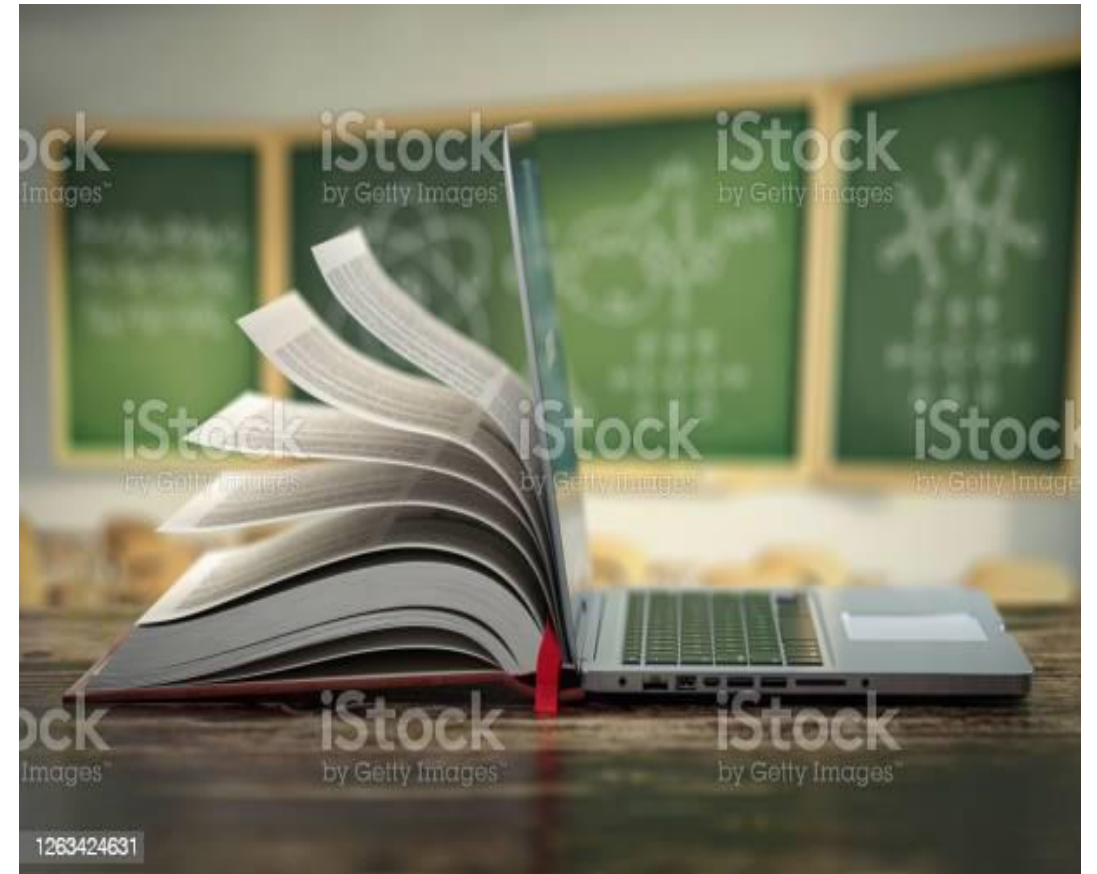
The benefits that came with the Covid-19 pandemic

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

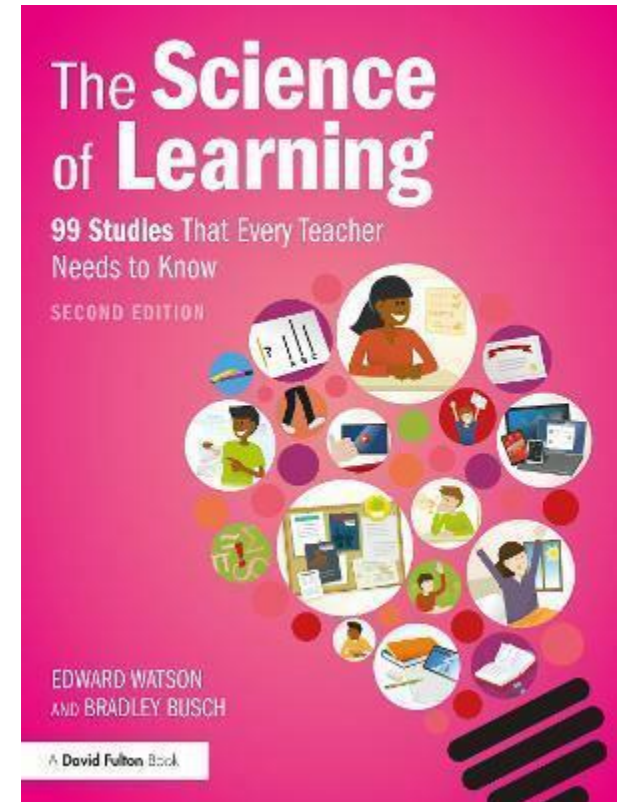
- This book brings to the forefront the question: How can transforming an educational system within a post –colonial context, produce equity and citizens in the 21st Century?
- The volume highlights the need for the **decolonization** of the education in the Global South, especially in a place like South 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