



Newsletter

Editor

Shaheeda Essack
Secretary ISA-RC04
Department of Higher Education and Training
123 Francis Baard Street
Pretoria
Republic of South Africa
Email: Essack.S@dhet.gov.za

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From the Editor

Warm greetings to Members and the Board of RC-04

I trust you are keeping well and enjoying the vacations.

Our current and primary focus is on the XX ISA World Congress of Sociology to be held in Melbourne, Australia, from 24 July 2022 to 31 July 2022. More information is available on the ISA website at the link <https://www.isa-sociology.org/en/conferences/world-congress/melbourne-2023/deadlines-2023>. Preparations are well underway. Kindly make note of the deadlines on Page 4/7.

One mid-term conference was held in association with the Higher Education and Sciences Group of the South African Sociology Association in 2022. More detail is on Page 4. Further detail will be disseminated when available.

Welcome to new members and congratulations to those who have achieved.

We wish to welcome new members to the RC-04 and look forward to your participation. Likewise, the RC-04 commits to respond to your needs as well.

On pages 5 to 7, the *Newsletter's* section on **Global Exchange** provides useful and relevant information on publications, recently published journal articles, research and other announcements. Members are encouraged to submit 100-150 word synopses of their ongoing or planned research as a way of exchanging ideas and fostering collaboration for inclusion in the RC-04 Newsletter. Members are also encouraged to make full use of this channel of communication and further enhance the activities of the RC04.

The RC04 statutes and board members can be found on page 7.

On behalf of the President and the Board, I wish to thank members of the RC04 for their continued involvement and active participation.

We look forward to your valuable contribution and support.

Shaheeda Essack
Secretary, RC04
31 July 2022

From the President

Dear Colleagues,

Preparations for the XX ISA World Congress of Sociology in Melbourne, Australia scheduled for June 25-July 1, 2023 are well under way. The theme is Resurgent Authoritarianism: Sociology of New Entanglements of Religions, Politics, and Economies. The call for papers is now open. RC04 has 23 sessions plus a business meeting and at this time **no session has received the minimum number of abstracts**. The deadline is 30 September, 2022 and all abstracts must be submitted on-line. Steps and Instructions on how to submit an abstract may be found here: <https://isaconf.confex.com/isaconf/wc2023/cfp.cgi> As in the past, ISA and Confex, the organization that runs the conference, will not permit the acceptance of late proposals or abstracts. From October until November 2022, the session chairs/organizers will review and accept abstracts for sessions and then submitters will be formally notified by early December 2022. Your RC04 board and I strongly urge you to consider submitting an abstract as soon as possible, but before 30 September.

During the World Congress meetings in Melbourne we will hold elections for officers for the 2022-2026 board. Many RC04 officials, including myself, are eligible for a second term. Details regarding the nominating process are contained in the RC04 statutes which will be sent to you with the next Newsletter and more details will appear there.

Again, the session chairs and I hope to hear from you about participation in the 2022 World Congress.

Best regards and I wish to thank all of you for your continued involvement in RC04.

Best regards,

Marios Vryonides,
RC04 President
m.vryonides@euc.ac.cy
10 July 2022

Feedback on Mid-Term Conferences Held in 2022

On 10 July 2022 to 13 July 2022, the South African Sociological Association (SASA) held a virtual and hybrid conference hosted by Sol Plaatjie University, Kimberley, South Africa. The conference theme was: ‘Sociology and COVID-19 pandemic: Reimagining the present and the future’.

The Higher Education and Sciences Research Group of SASA in association with the RC-04 held 2 sessions with the themes being “Challenges around Teaching and Learning in Higher Education During Covid-19 and the Lockdown” and “Reviewing the Experiences and Empowerment of Students and Academics within the Context of Curriculum Imperatives from Social Well-being to Decolonization to History in Sociology in Higher Education”.

ISSUES TO BE NOTED FOR THE XX ISA WORLD CONGRESS OF SOCIOLOGY

XX ISA World Congress of Sociology

Theme: Resurgent Authoritarianism: The Sociology of New Entanglements of Religions, Politics, and Economies

Venue: Melbourne, Australia, Melbourne Exhibition and Convention Centre

Dates: 25 June 2023 to 1 July 2023

The deadlines for the 2023 World Congress program completion can be found at the link <https://www.isa-sociology.org/en/conferences/world-congress/melbourne-2023/deadlines-2023>.

With respect to the deadlines, the following is brought to your attention:

- ✓ 1 July 2022 to 30 September 2022: Abstracts submission. Participants and organizers of invited sessions must submit abstracts on-line via Confex platform.
- ✓ 7 October 2022 to 7 November 2022: Abstracts selection. Session Organizer must complete selection of abstracts and provide a final presentation designation (oral, distributed, poster, round table).
- ✓ 8 November 2022 to 25 November 2022: Abstracts re-location.

No more sessions can be added after this deadline.

For participants who wish apply for registration grants and travel grants, please note that it makes a difference if you are in good standing with both the RC-04 and the ISA. You are encouraged to adhere to the deadlines and communicate directly with me/Confex if there is a query further. ISA and Confex will communicate directly with you before and after the registration deadline.

Update on Further Mid-Term Conferences for 2022/2023

Currently, there are no definite Mid-Term conferences scheduled for 2022. Information will be disseminated when there are further developments. It is most likely that both TASA and

the Higher Education and Sciences Research Group of SASA will collaborate on the Mid-Term conferences for 2022 and 2023.

Global Exchange

This is the tenth issue of the Newsletter column entitled Global Exchange. This initiative from the previous editor of the RC04 newsletter is very important because it is a forum to exchange current or pending research projects and seek suggestions, ideas for future directions, as well as possible collaboration with other RC04 members. The abstracts of approximately 100-150 words should be sent to the editor by e-mail for inclusion in future issues of the Newsletter. In this regard, please consider submitting a description of your project to the editor for inclusion in future issues of the Newsletter. It is hoped that RC04 members will contact the researchers whose projects are listed below with suggestions, commentary, and even offers to collaborate or share reports and publications. Submissions to Global Exchange should be sent to Essack.S@dhet.gov.za.

This section also includes requests for participation in projects, submissions and other related issues.

The following information was received from members:

❖ Received from Tien-Hui Chang

- ✚ Co-author of the article **“New insights on the persistence and reproduction of educational inequality and injustice: Towards a synthesis of Nussbaum’s Capabilities Approach and Bourdieu’s theories.”** The final open access version – containing full bibliographic details – is now available online.
The URL below will take you directly to the final version of the article on ScienceDirect. [https://authors.elsevier.com/sd/article/S0883-0355\(22\)00110-0](https://authors.elsevier.com/sd/article/S0883-0355(22)00110-0)
- ✚ Chiang, Tien-Hui (2021). **What Freirean critical pedagogy says and overlooks from a Durkheimian perspective.** *Social Inclusion*, 9(4), 1-11. (SSCI)
<https://doi.org/10.17645/si.v9i4.4157>
- ✚ Cockerill, M., Thurston, A., Taylor, A., O’ Keeffe, J. and Chiang, T.H. (2021). **A Phase 2 Exploratory Trial of a Vocabulary Intervention in High Poverty Elementary Education Settings.** *Social Inclusion*, 9(4), 12-25. (SSCI)
<https://doi.org/10.17645/si.v9i4.4553>
- ✚ Chiang, Tien-Hui (2021). **“Examining Basil Bernstein’s rules of recognition and realization in the case of underachieving students in math tests”**, Newly published article can be downloaded in its PDF format from your personalized Share Link:
<https://authors.elsevier.com/a/1fCJu38nswdEXY>
- ✚ Chiang, Tien-Hui, Toh, Chai-Wei, Zhang, Rongxin, Thurston, Allen and MacKenzie, Alison (2022). **The embeddedness of visionary agency within the economic-cultural-capital formation: A case of Sino-Malaysian high school graduates.** *International*

Journal of Educational Research (112), 101946. (SSCI)
<https://doi.org/10.1016/j.ijer.2022.101946>

- ✚ Chiang, Tien-Hui, Toh, Chai-Wei, Zhang, Rongxin, Thurston, Allen and MacKenzie, Alison (2022). **The embeddedness of visionary agency within the economic-cultural-capital formation: A case of Sino-Malaysian high school graduates.** International Journal of Educational Research (112), 101946. (SSCI)
<https://doi.org/10.1016/j.ijer.2022.101946>
Can be downloaded from the personalized Share Link:
<https://authors.elsevier.com/a/1ea8w38nswdELs>

❖ Received Dr. Andreas Pöllmann

Bourdieu and the quest for intercultural transformations (SAGE Open)
<https://journals.sagepub.com/doi/10.1177/21582440211061391>

Abstract: Building and expanding on Bourdieu's notions of cultural capital, habitus, and field, this conceptual article aims to contribute to a better understanding of intercultural transformations. Distancing itself from essentialist reductionism in the analysis of cultures, it associates intercultural transformations with habitus crises through "culture shock," with the realization of intercultural capital, and with changes in the scope and configuration of cultural pluriformity. In going beyond Bourdieu without abandoning him along the way, the approach outlined in the course of this article combines a range of conceptual tools which may prove to be useful in sustaining struggles for social justice in educational institutions and in society at large.

❖ Received from Madalitso Khulupirika Banja

- ✚ Madalitso Khulupirika Banja. **Support Systems for Newly Qualified Teacher Support: Mentorship.** Coming Out Soon.

A copy of the adver of the book is attached to the Newsletter. It costs 10USD plus handling and shipping. Kindly nte that the author is looking for any outlet/university that could print and distribute in South Africa.

❖ Received Sarvendra Yadav

- ✚ How Egalitarian are Indian undergraduates? A narrative thematic analysis of perceived equality? The link for the article is as follows: <https://doi.org/10.1177/27526461221109866>

Abstract: Liberal arts are widely recognized to be more critical, reflexive and emancipatory, and so do its students, whereas technical knowledge caters only to the demands of the market, thus blinding itself to graver social concerns, such as equality and justice. Taking into account that liberal arts students possess greater 'sociological/narrative imagination' to look into these issues, this paper tries to understand the perception of equality among the Social Science and the Engineering undergraduate students across four academic institutions in north India. Broadly, focusing on their views on equality and exploring the role of disciplinary background in shaping the idea of equality. Narrative analysis of students' in-depth interviews suggests significant difference in conceptualization of equality depending upon students' disciplinary background and college location.

Future Events

Future events to be noted and diarised

1. XX ISA World Congress of Sociology to June 25-July 1, 2023.
2. Mid-Term events to be announced when further information is available.

STATUSES AND BOARD MEMBERS

❖ Established 1971

❖ Objectives

The Research Committee 04 (RC04) is an active group with annual or bi-annual meetings on Sociology of Education topics. Regular meetings are held at the World Congress of Sociology (every four years) and at the RC's Midterm Conferences (in-between world congresses). In addition, meetings on special topics are held.

❖ Board 2018-2022

President: **Marios Vryonides**, European University Cyprus, Cyprus, m.vryonides@euc.ac.cy

Secretary: **Shaheeda Essack**, Dept. of Higher Education and Training, South Africa, Essack.S@dhet.gov.za

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Vice-President for Latin America: **Analia Ines Meo**, Consejo Nacional de Investigaciones Cientificas y Tecnicas, Argentina, analiameo@conicet.gov.ar

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Vice-President for Oceania: **Carol REID**, University of Western Sydney, Australia, c.reid@uws.edu.au

Past-President **A. Gary DWORKIN**, University of Houston, USA, gdworkin@central.uh.edu

❖ Newsletter

An informative newsletter is mailed to members twice a year. It contains conference abstracts, research summaries and exchange, members' news, conference news, country reports and the new feature, Global Exchange.

Editor: Shaheeda Essack, Essack.S@dhet.gov.za

❖ Membership

Membership Fees: \$30 for a 4 year period. Please contact the International Sociology Association for payments.

❖ **Website**

<http://www.ucm.es/info/isa/rc04.htm>

CHAPTER ONE: TEACHER**EDUCATION**

Overview

Introduction

Conceptualizing Teacher Education

Models of Teacher Education

Challenges in Teacher Education

Teacher Education in Africa:

Suggested measures for improvement

Conclusions and Implications

*Reflection point***CHAPTER TWO: NEEDS AND CHALLENGES OF NEWLY QUALIFIED TEACHERS**

Overview

Introduction

Needs and Challenges of Newly

Qualified Teachers

Newly Qualified Teachers' Coping

Strategies to Challenges they face

Conclusions and Implications

*Reflection points***CHAPTER THREE: INDUCTION OF NEWLY QUALIFIED TEACHERS**

Overview

Introduction

Rationale for inducting newly qualified teachers

Benefits of induction programmes for newly qualified teachers

Conclusions and Implications

*Reflection point***CHAPTER FOUR: NEWLY QUALIFIED****TEACHER SUPPORT: ORIENTATION**

Overview

Introduction

Orientation of newly qualified teachers

Orientation to the Teaching

Profession

Orientation to the Ministry of Education

Orientation to the School

Pupil Subcultures

Academic subculture

Religious subculture

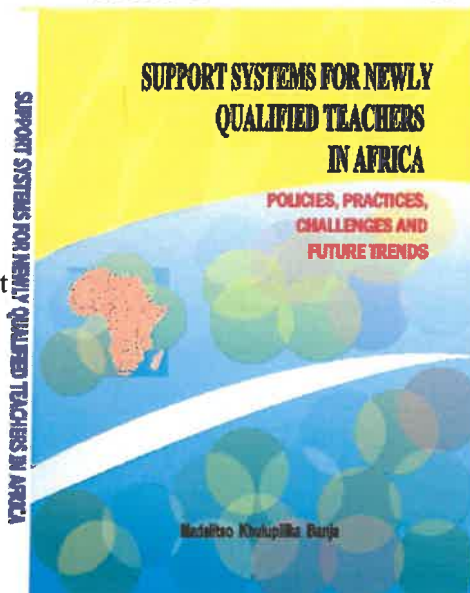
Fun subculture

Deviant subculture

Orientation to the Curriculum

Orientation to the Community

Conclusions and Implications

Reflection points**CHAPTER FIVE: NEWLY QUALIFIED TEACHER SUPPORT: MENTORSHIP**

Overview

Introduction

Rationale for mentoring Newly

Qualified Teachers

Benefits of mentoring Newly

Qualified Teachers

Designing mentoring programmes

Conclusions and Implications

*Reflection point***CHAPTER SIX: NEWLY QUALIFIED TEACHER SUPPORT: CONTINUOUS PROFESSIONAL DEVELOPMENT**

Overview

Introduction

Rationale for Continuous

Professional Development for

Teachers

Benefits of Continuous Professional

Development for newly qualified

teachers

Challenges in offering Continuous

Professional Development to teachers

Conclusions and Implications

Reflection points

References

Madalitso Khulupilika Banja obtained a PhD in Sociology of Education from the University of Zambia where he works as a teacher educator. His PhD topic was 'Mentoring of newly qualified teachers in Zambian secondary schools: An introspection of teachers' and head teachers' perspectives in selected districts of Zambia'. Before joining the University of Zambia Banja taught Sociology of Education and Educational Research Methods at the Copperbelt College of Education (currently Mukuba University). Before that he taught English Language and Literature in English in the secondary school sector under the Ministry of Education.

Banja has authored two books, *Faith of Many Colours: Reflections on Pentecostal and Charismatic Challenges in Zambia* (2009) and *Teachers as agents of Pupil Indiscipline* (2013); he has also edited two books, *Selected Readings in Education* (2017) and *Selected Readings in Education Volume 2* (2019). In addition, Banja has written several book chapters and articles in peer refereed journals, mainly on the mentoring of newly qualified teachers. He has presented papers at international fora including the World Congress on Sociology (2010), the Distance Education and Training in Africa (2013, 2015 and 2017), African Teachers' Regulatory Authority (AFTRA, 2016) and the Southern African Comparative History and Education Society (SACHES, 2014 and 2017).

Banja is an active member of the International Sociology Association (Research Committee on Sociology of Education), and the Organisation for Social Science Research in Eastern Africa (OSSREA). He has won several awards, including the Council for the Development of Social Science Research in Africa (CODESRIA) Award for Small Thesis Writing in 1999 and 2010. In 2010 and 2012, he also won the Organisation of Social Science Research in East Africa (OSSREA) PhD Research Methodology Training Award.

Price

K150

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