

ALTERNATION CALL FOR PAPERS 2020

Theme: Rurality, Education and the Coronavirus (COVID-19) Pandemic

Issue guest editors:

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The rural education landscape in South Africa may not escape constant renewal, modifications and adaptations in order to achieve intended outcomes of survival, sustainability and development. The Parliamentary Monitoring Group (PMG) (2015) indicated that rural education was a huge part of South Africa's history and in recognizing the progress the country has made, not enough attention had been given to rural education and this needed to change.

South Africa has 11 252 schools in rural areas across the country and of these, 3 060 are secondary schools and 8 192 are primary schools. The majority of these schools are in the Eastern Cape, KwaZulu-Natal and Limpopo [rural provinces]. These three provinces alone are home to about three-quarters (72%) of all rural children in South Africa (Hall, 2019).

On average, the World Bank (2018) states that 33% of the South African population may be classified as rural. Even though only a third of South Africa's schools, efforts to address their vulnerability during a crisis such as now during the COVID19 pandemic, remains even more limited in comparison with urban schools. The problem in this regard is that there are underlying assumptions that all proposed solutions are relevant both rural and urban, which is not the case. In fact, rural people, during times of crisis, suffer comparably more than their urban counterparts, who have access to information, technology and easy mobility of resources to address the ambivalences at hand.

The COVID-19 global pandemic is, and has reconfigured life in a manner, which could not have been imagined. It has affected all spheres of life and rural people have not been excluded.

There have been various attempts to warn and advise people on how COVID19 can be mitigated, but one wonders how the information has been received on the peripheries of our society, how guidelines are being implemented, and intersubjectively or via social media communicated and disseminated, among other rural people who may not have access to information, knowledge and resources to address the COVID-19 pandemic.

Furthermore, the educational sector is moving much of its teaching to online platforms, to cover for the lost learning time. This may resonate well with urban learners and perhaps some learners within the peri-urban areas. While the idea is noble, doable and perhaps the only

viable option to address educational needs during the COVID 19 crisis, the critical question is how then to facilitate the continuation of school offerings and how rural learners and teachers without online access, might be assisted.

We, therefore invite you to contribute to this project.

POSSIBLE QUESTIONS FOR TOPICS

Potential contributors may reflect on any of the problematising questions below, and then develop a topic, and abstract with research design accordingly.

- What are the challenges and opportunities for rurality, and rural education in the contexts of COVID-19?
- What is the role education in mitigating the plights of the rural learners and teachers in the context of COVID-19?
- What are the best teaching strategies for teaching in rural contexts during the time of crisis? Authors can relate to any grade, or subject taught in rural schools.
- How does the effective learning continue in the context of social distancing in rural contexts?
- What are philosophical and sociological implication of rural education in times of crisis?
- How can rural epistemologies, indigenous knowledge, traditional medicine assist during COVID-19 crisis?
- What are the implications of early childhood education in rural context in the contexts of COVID-19. Are we confronting the realities that we may generate a new lost generation?
- How can learners with special needs be effectively taught in the context of COVID -19?
- What modes of assessment are appropriate or can be designed in terms of the different requirements of syllabi at the different levels, to assist rural learners during the crisis?
- How can the teaching and learning in practical subjects in rural contexts, be handled during the crisis and even be enhanced?
- What can be done to enhance teaching practice after crisis in rural contexts?
- How can the potential COVID-19 knowledge gap, that will result because of the crisis, be bridged through curriculum, to assist rural learners with little or no access to technology and connectivity?
- How can pyscho-support education for rural learners be enhanced in the time of COVID-19 in the contexts of limited social media, connectivity and technology?
- What may be learnt from the best practices, challenges and opportunities from other countries, which can be implemented to enhance teaching and learning in rural contexts during the COVID-19?
- To what extend do educational interventions during the time of COVID-19 create opportunities for the decentralised of education systems, which cater effectively and efficiently for rural learners?
- How can bricolage theories be utilised to address the crisis of COVID-19 among rural communities?

Accordingly, this call for papers invites research, which has been and are being done on COVID-19 and education in rural contexts especially demonstrating how teaching and learning can be enhanced during the time of COVID 19 cognisant of centralised education in most post-colonial countries like South Africa?

INTERESTED CONTRIBUTORS

Interested contributors are encouraged to submit their abstracts to the *Alternation* guest editor of this special edition. Dr Bekithemba Dube (dubeb@ufs.ac.za). The **SUBJECT** line of the email should read as: COVID-19 Abstract by... (Name of the corresponding author).

ABSTRACTS FOR PAPERS SHOULD INCLUDE:

- A succinct title
- A brief abstract ($\pm$ 200 words)
- Author/s name/s
- Author/s institutional affiliation
- Contact details

TIME FRAME (03 APRIL – 30 OCTOBER 2020)

- Friday 17 May 2020 Deadline for submission of abstracts
- Friday 22 May 2020 Final date for decisions on abstract
- Friday 03 July 2020 Final date for submission of paper
- Friday 03 July to Friday 28 August Peer review process
- Friday 16 October, 2020 Submission of final edited paper
- Friday 4 December, 2020 Publication

ALTERNATION

Alternation is a fully accredited, peer-reviewed South African Department of Higher Education and Training journal. It is edited by Prof J.A. Smit, former Dean and Head of School, School of Religion, Philosophy and Classics, and published at the University of KwaZulu-Natal, on an Open Access platform. All articles are subject to peer-review by at least two independent peer reviewers. All articles that pass the review process, and that are accepted for publication, will be published online, at: <http://alternation.ukzn.ac.za/archive.aspx>

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ACADEMIC MERIT

Please note that the academic merit of the abstracts and articles will be the primary value in terms of which submissions are reviewed and considered.

As such, each article is expected to contribute to the excellence and quality of research published in *Alternation*. Cf. <http://alternation.ukzn.ac.za/archive.aspx>

All submissions will be strictly reviewed and assessed according to DHET protocols and requirements.

Alternation has over more than 25 years, become a vital and essential transdisciplinary knowledge production resource to researchers and students in both the Humanities and Sciences.

We want to sincerely thank you for making a constructive and contextually-relevant knowledge production contribution via *Alternation*, during these challenging times of COVID-19.

References

Hall, K 2019. Urban-rural Distribution. Cape Town: University of Cape Town.

Available at: <http://childrencount.uct.ac.za/indicator.php?domain=3&indicator=13>

Parliamentary Monitoring Group 2015. Rural Schooling / Multi-grade Schools/ Farm Schools / Non-viable Schools; Inclusive Education Implementation; Special Needs Schools: Department Briefing, 23 June 2015.

World Bank (2018). South Africa: Rural Population.

<http://childrencount.uct.ac.za/indicator.php?domain=3&indicator=13>

ALTERNATION GUIDELINES FOR CONTRIBUTORS, AND ALTERNATION STYLE

Full author guidelines are available at: <http://alternation.ukzn.ac.za/submissions.aspx>

Guidelines for Contributors

Manuscripts must be submitted in English (UK). If quotations from other languages appear in the manuscript, place the original in a footnote and a dynamic-equivalent translation in the body of the text or both in the text.

Contributors must submit one computer-generated copy of the manuscript to the editor(s). The computer-generated copy must be in Word for Windows, and must have an Abstract and Keywords. It must also be submitted in the *Alternation* style.

Manuscripts should range between 5000-10000 and book reviews between 800-1200 words. However, longer articles may be considered for publication.

Attach a cover page containing the following information: The corresponding author's full name, address, e-mail address, position, department, university/ institution, and telephone/ fax numbers. A brief summary of the biodate of all authors must be attached too.

Maps, diagrams and posters must be presented in print-ready form. Clear black and white or colour digitised photos (postcard size) or diagrams in pdf or jpeg may also be submitted.

Use footnotes sparingly. In order to enhance the value of the interaction between notes and text, we use footnotes and not endnotes.

Authors may use their own numbering systems in the manuscript.

Except for bibliographical references, abbreviations must include fullstops. The abbreviations (e.a.) = 'emphasis added'; (e.i.o.) = 'emphasis in original'; (i.a.) or [...] = 'insertion added' may be used.

The full bibliographical details of sources are provided only once at the end of the manuscript under **References**. References in the body of the manuscript should follow the following convention: Mkhize (2017:14) argues or, at the end of a reference/quotation: (Ngwenya 2017:20f).

The surname and initials of authors as these appears in the source must be used in the **References** section.

Review articles and book reviews must include a title as well as the following information concerning the book reviewed: title, author, place of publication, publisher, date of publication, number of pages and the ISBN number.

In the text as well as the **References**, all book, journal, newspaper and magazine titles must be in italics.

The format for the References section is as follows:

Journal article by one author

Fulela, B. 2008. Checking the Post: Derrida and the Apartheid Debate. *Alternation* 15,2: 11 – 37. Available at: <http://alternation.ukzn.ac.za/Files/docs/15.2/02%20Fulela.pdf>. (Accessed on 08 May 2017.)

Journal article by two authors

Mkhize, N. & N. Ndimande-Hlongwa 2014. African Languages, Indigenous Knowledge Systems (IKS), and the Transformation of the Humanities and Social Sciences in Higher Education. *Alternation* 21,2: 10 – 37. Available at: <http://alternation.ukzn.ac.za/Files/docs/21.2/02%20Mkh.pdf>. (Accessed on 08 May 2017.)

Book by one author

Moran, S. 2009. *Representing Bushmen: South Africa and the Origin of Language*. Rochester: University of Rochester Press. (Rochester Studies in African History and the Diaspora, Book 38.)

Book by one editor

Smit, J.A. (ed.) 1999. *Body, Identity, Sub-cultures and Repression in Texts from Africa*. Durban: CSSALL.

Book by two editors

Dhunpath, R. & R. Vithal (eds.) 2012. *Alternative Access to Higher Education: Underprepared Students or Underprepared Institutions?* Cape Town: Pearson Publishers.

Chapter in an edited book

Smit, J.A. & J. van Wyk 2001. Literary Studies in Post-apartheid South Africa. In Zegeye, A. & R. Kriger (eds.): *Culture in the New South Africa after Apartheid*. Volume 2. Cape Town: Kwela Books & History on Line.

Translated book

Foucault, M. 1977. *Discipline and Punish*. Sheridan, A. (trans.). New York: Pantheon.

Online resource

Jansen, J. & P. Vale (Co-chairs.) 2011. *Consensus Study on the State of the Humanities in South Africa: Status, Prospects and Strategies*. Pretoria: Academy of Science of South Africa (ASSAf). Available at: <https://www.assaf.org.za/files/2011/09/2011-Humanity-final-proof-11-August-2011.pdf>. (Accessed on 08 May 2017.)