

Contributors

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Raeesa Ismail is a student enrolled in the Masters in Education programme at the University of KwaZulu-Natal. She serves as a teacher of Life Sciences and Natural Sciences at a secondary school. Her quest for a relevant science education motivates her to use the sociocultural theory as a lens to advance her scholarship of teaching. Developing pragmatic ways of translating curriculum policy into practice are central to her pedagogy. Exploring the nexus between teacher training and teacher practice enable her to bring to the centre the discourse of marginalized knowledge systems, and to respond to related challenges in a practical way. Contact details: 205505755@stu.ukzn.ac.za

Nicola Jacobs is a doctoral student in Psychology at the University of KwaZulu-Natal, South Africa. She has been involved with part-time lecturing, post-graduate supervision and research for the past three years. Her research interests include issues around power and paternalism, domestic labour, gender, and self-harm. Her PhD project looks at the way gender is

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Angela James is a Senior Lecturer in the School of Education, UKZN. She engages undergraduate and postgraduate students in Science Education – discipline content and research. Her pedagogy is informed by phronesis – problem-solving in authentic contexts where meaning is created and competence developed. Her research interests are: Research and Service-Learning for undergraduate students, Inquiry-based teaching and learning in the Foundation Phase, Professional development of teachers, and Science and culture. Contact details: Jamesa1@ukzn.ac.za

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Discussions in Durban (2011) on the Role of IKS and African Young Scientists in Climate Change. Contact details: kaya@ukzn.ac.za

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based learning in terms of Basil Bernstein's theories of curricular structure and knowledge, plus quantitative analyses of his students' demographics relative to their academic progress through the MBChB programme. Contact details: sommer@ukzn.ac.za

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