

## Editorial

This issue of *Perspectives in Education* has a fascinating collection of national and international contributions. All the contributions deal with the field of education and provide a collection of perspectives on important issues in the science of education, including the transformation of higher education institutions, complexities in the teaching of history, language-in-education, assessment, and the misalignment in the South African education pathway system.

The starting point of this edition of *Perspectives in Education* is provided by two thought-provoking articles which grapple with important themes in higher education, namely transformation and social justice. **Lesley le Grange** outlines two broad sets of changes characterising transformation of higher education in post-apartheid South Africa. The first relates to structural changes, the reorganisation of teaching programmes and the introduction of performativity regimes. The second relates to the need to transform higher education in South Africa in order to overcome the legacies of apartheid as captured in policies that have been developed to redress past inequalities. Le Grange argues that globalisation, neo-liberalism, the technology of performativity, higher education policy and education itself play a role in the production of human subjectivity. Le Grange points out that this may lead to a crisis of humanism. He therefore suggests that we need to rethink transformation in higher education by replacing the term education with the term pedagogy.

In our second contribution **Masebala Tjabane** and **Venitha Pillay** argue that social justice is an important mandate of higher education in South Africa. They show that the quest for social justice is intertwined with the academic traditions of critique and the purpose of seeking just futures for the common good.

The next two articles interrogate the complexity of teaching History in two countries that have experienced human rights violations, namely Chile and South Africa. In their case study on the incorporation of recent history into the educational curricula of secondary schools in Santiago, Chile, **Maria I. Toledo**, **Abraham Magendzo** and **Renato Gazmuri** investigate the teaching and learning process of the subunit “Military regime and transition to democracy”. They found that none of the four teaching models used to teach History encourage learners to understand the present as a result of a human process and how to operate within it. **Mark Wilmot** and **Devika Naidoo**’s absorbing article exposes the informal yet effective working of power for the perpetuation of discourses of domination in a History lesson on the conquest of the Aztecs by the Spanish. They caution that such discourses may subject learners to a form of symbolic violence that may lead learners to ontological misrecognition of self and race.

**Mark de Vos** and **Dina Z. Belluigi**’s article turns to a key topic – assessment in higher education. They examine the tension resulting from criterion-referenced assessment’s (CRA) links to both behaviourism and constructivism. They argue that a fully explicit set of CRA is problematic in theory and unyielding in practice. They draw on Mediation Theory, and design what they call “an improved CRA system”.

The challenges of addressing the assessment dilemma of additional language learners are the focus of an article by **MF Omidire**, **AC Bouwer** and **JC Jordaan**. Results from their study on curriculum-based dynamic assessment (CDA) among Grade 8-learners in Nigeria suggest a generally positive influence of CDA on participants’ performance.

Drawing on Foucault’s notions of governmentality and Bhabha’s term hybridity, **Kyung Eun Jahng** explores a set of discourses, such as instrumentalism, developmentalism, and cosmopolitanism, pertinent to the reproduction of the social conditions and to the constitution of English education in South Korea. Jahng concludes that early childhood English education in South Korea has not emerged out of a collective neurosis of English fever, but is a discursively constructed product in a particular time space.

**Michael Cossler**’s article focuses on the misalignment in the South African education pathway system. He proposes a new pathway model to address the articulation deficiencies in the present model. He concedes that a new model will fail unless there is a dramatic improvement in the schooling sector in South Africa.

The last article in this edition, written by **Adnan Kucukoglu**, examines the opinions of 41 Turkish pre-service teachers taking a community service learning course. The findings, based on semi-structured interviews, reveal that the majority of pre-service teachers believe that the service learning experience was beneficial and that they should be able to make use of the knowledge they gained during the course in their social, academic and professional lives.

**Corene de Wet**