

Notes on Contributors



DR. AMUTHENU SILOHENDA HILENI is currently the Head of Postgraduate Studies at the Faculty of Education within the International University of Management (IUM). With approximately eight years of experience in the field of higher education, she earned her PhD in Educational Leadership and Management from Beijing Normal University in 2020. Her academic journey also includes a master's degree in Curriculum and Pedagogy. Her primary research focus lies within the sphere of higher education and work-integrated learning. She offers guidance and mentorship to a diverse array of individuals, spanning from doctoral candidates and master's-level students to a multitude of undergraduates. Beyond this, she manages the coordination of research undertakings within the faculty. Her other responsibilities encompass lecturing at both postgraduate and undergraduate levels.



DR. NARDIA J. BROWN recently completed a PhD in Information Systems at the University of Technology, Jamaica, focusing on the Instructional Technology Acceptance Model (ITAM) for Information and Communication Technology acceptance in educational institutions. Dr. Brown is currently a lecturer in Business and Computer Studies in the Faculty of Education and Liberal Studies at the University of Technology, Jamaica, with over 20 years of experience working in education. Dr. Brown holds a Bachelor of Education in Business and Computer Studies and a Master of Science in Computer-Based Management Information Systems from the University of the West Indies, Mona. Her research interest lies in the field of information systems and instructional technology. She contributes to the development of education in Jamaica through consultancy and engagements with the Ministry of Education, e-Learning Jamaica, the Council of Community Colleges of Jamaica, the Mico University College, and HEART Trust/NTA on matters relevant to technology in education.



GERSON HAKUTUMBULWA is currently the Head of the Department of Social Sciences at Martti Ahtisaari Primary School (MAPS). He has over twelve years of experience in primary education. With a strong passion for curricular issues, he has written curriculum modules (Curriculum, Pedagogy, and Assessment) for the Namibian College of Open Learning, aimed at teacher educators. He is currently pursuing a PhD in Teacher Development at the University of KwaZulu-Natal (UKZN) in South Africa. He also holds a master's

degree in Curriculum, Instruction, and Assessment Studies from the University of Namibia (UNAM). His research interests include contemporary educational issues, teacher development and well-being, soft skills, blended learning, assessment of and for learning, and project-based learning. Moreover, Hakutumbulwa has attended numerous educational and research seminars in Namibia and others hosted by the OAJ in Finland (2022). His day-to-day responsibilities include leading the Social Sciences department and lecturing part-time and distance students at UNAM.



PROF. IRIS HEWITT-BRADSHAW is an Associate Professor in the Centre for Education Programmes at the University of Trinidad and Tobago, where she is involved in teacher education and the supervision of postgraduate research. She holds a BA in Language and Linguistics, an MPhil and a PhD in Language Education, and diplomas in International Relations and Education from UWI. She also has a postgraduate certificate in Teaching in Higher Education from Anglia Ruskin University. Her career in education spans 40 years across both secondary and

tertiary institutions. She is a member of the Trinidad and Tobago Association of Teacher Educators, the Association of Teacher Educators, the International Literacy Association, and the American Educational Research Association. Dr. Hewitt-Bradshaw regularly presents at conferences, has published several journal articles and book chapters, and currently researches culturally relevant teaching practices, especially those related to language. She is also an external examiner, an academic journal reviewer, and a copy editor.



DR. FAUSTINA KASHINAUUA NESHILA (PhD in Mathematics Education, Postgraduate Diploma in Higher Education for Academic Developers, Certificate in Effective Teaching of Science in Primary School, BEd) holds a PhD from the University of Namibia. Her doctoral research focused on academic resilience in mathematics at the secondary school level in Namibia. At present, she serves as the Head of Department for Intermediate and Vocational Education in the School of Education.

In addition, she has taught at various levels of education, including secondary schools, vocational institutions, and universities. She serves in various educational capacities in Namibia, including examiner, external moderator, research supervisor, and workshop facilitator. Dr Neshila research interests include, among others: academic achievement, educational resilience factors, school-based studies, assessment in education, online teaching and learning, Project-Based Learning (PBL), and inclusive education.



DR. NDAHAFa LUSIA NGHITOTELWA is an educator and lecturer at the International University of Management, with seven years of teaching experience. In 2018, she earned a Doctor of Philosophy degree from Osmania University, India, where she focused her research on inclusive education. Notably, she led an early childhood teacher training center, demonstrating leadership in educational initiatives. Furthermore, her expertise extends to overseeing online programs focused on Technical and Vocational Education and Training (TVET). Her

multifaceted experience underscores a strong commitment to fostering inclusive learning environments and advancing pedagogical methodologies.



DR. LYNETTE TYSON-NOEL, a Senior Instructor in Reading at the University of Trinidad and Tobago, holds an MEd in Literacy from Mount Saint Vincent University. She successfully defended her PhD in Literacy Education. She facilitates workshops in primary and secondary schools and has co-authored journal articles and an e-chapter. Her commitment to teacher professional development has led her to present at literacy and education conferences in

Barbados, Bermuda, Jamaica, and the United States. She has served the Trinidad and Tobago Reading Association on three occasions as its President and has served as Chairperson of the Caribbean Section of the International Reading Association. She is the author of *The Bus Stories* (2018) and *The Night Nopat Was Left Out* (2011), and the co-author and co-editor of *Kaleidoscope Skills Book Two* (2004) and *Kaleidoscope Teacher's Guide* (2005). Her research interests include reading, writing, the linguistic competence of struggling learners, adolescent literacy, and teacher professional development.



RENATE OLGA SHIKWAYA, a dedicated lecturer at the University of Namibia in the School of Education, Department of Early Childhood Education and Care, holds a Master's degree in Special Education from Sultan Idris Education University, a Postgraduate Diploma in Open School Operation and Management from the Namibian College of Open Learning, and a Bachelor of Education (Honours) in pre- and lower primary education and Namibian Sign Language from the University of Namibia. A determined doctoral

candidate at the University of the Western Cape, she demonstrates an unwavering commitment to advancing knowledge in early childhood education, numeracy, and mathematics. Collaborating with experts and engaging in multidisciplinary efforts, Shikwaya addresses complex challenges in education. Her commitment to excellence and innovation expands the boundaries of early childhood education and care. Her current study focuses on student teachers' challenges in setting reinforcement assessment tasks during teaching practice, promising fresh insights into pedagogical practices that benefit both teachers and learners.



TOMAS SHIVOLO is currently the Head of the Department of Secondary Education in the Faculty of Education at the International University of Management (IUM). With nearly 15 years of experience in secondary school education, specializing in science education, he recently submitted his PhD thesis in Science Education at the University of South Africa (UNISA). Shivolo also holds a Master's degree in Science Education (with distinction), obtained from the University of Johannesburg in 2019. His research interests include pre-service teachers'

pedagogical orientations in teaching science, the enactment of science practical work in resource-constrained environments, and teaching science through inquiry-based instruction. His day-to-day responsibilities include lecturing at both undergraduate and postgraduate levels, leading the Department of Secondary Education, and supervising research projects at both levels. He currently co-supervises three Master's students in education.



PAULA SMITH, originally from Guyana, migrated to the United States at the age of sixteen. She is a special education teacher with over twenty years of experience in diverse cultural settings. Her education career began in 1982, after which she pursued a Bachelor of Science degree in Early Childhood Education. In 2001, she obtained a Master of Science degree in Special Education from Arizona State University. Smith is currently a doctoral candidate in Leadership and Innovation Studies at Arizona State University.

Throughout her educational career, she has encountered a myriad of issues related to adolescent behavior. These experiences have fostered a deep passion for supporting students and promoting positive educational outcomes.



SCOTT TING-A-KEE holds a Bachelor of Arts in English Literature and a Postgraduate Diploma in Education (Secondary Education English) from the University of Guyana, as well as a Postgraduate Diploma in Teaching and Learning with Emerging Technologies from the University of the West Indies (Open Campus). He serves as a literature teacher, assistant examiner for CAPE Literatures in English and CSEC English Literature, subject panel member of the Literatures in English syllabus committee, and author. His research interests

include the Chinese-Caribbean experience, Caribbean literature, postcolonial literature, medical humanities, and literary and cultural disability studies. His debut novella, *Red Hibiscus*, was published in 2018 by Way Wive Wordz. *Red Hibiscus* was shortlisted for the 2022 Guyana Prize for Literature in the First Book – Fiction category. Ting-A-Kee was a writer-in-residence at the University of the West Indies, St. Augustine, in 2020, and is currently reading for an MA in English Language and Literature.



STEPHEN WALLDER has worked in the field of education and human resource development for over 25 years and is currently pursuing a PhD in Educational Leadership. He also holds an MBA from the University of Westminster in the United Kingdom. Currently, as a Lecturer in Business Education at the University of Technology, Jamaica, he contributes regularly to the advancement of educational thinking and practice through research and conference presentations. He also collaborates with institutions such as the Joint Board of Teacher Education,

the Community Colleges of Jamaica, and Mico University College to ensure quality in course development, assessment, and teacher training. His research has focused on matriculation in tertiary education, the effectiveness of academic advisement, student-centred learning and enrolment, and the effectiveness of admissions processes in tertiary education.