

Thenjiwe Emily Major
Curriculum Vitae
Senior Lecturer
Department of Educational Foundation

Address: University Of Botswana
4775 Notwane Road
Department of Educational
Foundations
Private Bag 00702
Gaborone
Botswana

Phone: (+267) 3555101
Email: majorte@ub.ac.bw
Sec: mbatshibeduma@yahoo.com

PERSONAL INFORMATION

FULL NAME: THENJIWE EMILY MAJOR

DATE OF BIRTH: 17 SEPTEMBER 1963

MARITAL STATUS: MARRIED

NATIONALITY: MOTSWANA

EDUCATION AND DEGREES AWARDED

Ed.D , Ball State University Dissertation: Perceptions of preservice primary student teachers of their preparatory program: The case of Botswana	2005- 2009
Certificate in College and University Teaching- Ball state University	2008 - 2009
M Ed , Ohio University Thesis: The disjuncture between the pedagogy of the preservice primary student teachers and the Education for Kagisano	2001-2002
B Ed, University Of Botswana Graduated with First class Distinction (Major Mathematics)	1994 - 1998
Primary Teacher's Course Lobatse Teacher Training College (Botswana)	1982 - 1983

EMPLOYMENT HISTORY

Senior Lecturer University Of Botswana	2012- Present
Lecturer University Of Botswana	2003-2012
Staff Development Fellow: University Of Botswana	2000 -2002
Primary School Teacher Ministry of Education, Botswana	1984 - 1999

AWARDS AND HONORS

- Mid-Career Medal (Awarded by the Ministry of Education, Botswana in 1999 for service as a primary school teacher): 1999.
- Member of Kappa Delta Pi- 2007
- Member of National Scholar Honor Society: 2007
- Certificate of Achievement in recognition of significant academic accomplishment at the graduate level- Ball state University: 2009

RESEARCH PROJECTS INVOLVED

Date	Project Title	Responsibility
Nov 2021- Nov. 2024	The Evaluation of Inclusive Education Programs for Transition-Age Students with Intellectual and Developmental Disabilities in Botswana and Ghana Interdisciplinary Collaborative Partnerships	Co-Investigator
Nov 2019-June 2023	Reducing Stigma to Improve HIV/AIDS Prevention, Treatment, and Care among Adolescents Living with HIV in Botswana	Co-Investigator
Sept 2016-2018	Norms and beliefs related to cervical cancer screening amongst women aged 25-49 in Botswana: a pilot study	Principal Investigator
August 2017- August 2018	Consultancy services: Conducting a needs assessment for the development of Botswana educational achievement monitor for the Botswana examination council.	Investigator

November 2017- 31 March 2018	A baseline study to evaluate the quality of education and training in Botswana for BOTSWANA QUALIFICATIONS AUTHORITY (BQA)	Investigator
2010 June-2016 End	HIV/STI Risk Reduction Intervention for Adolescents in Botswana Schools	Master facilitator for the intervention, Co-producer of the modules
2009 August to End 2012	Comparing student mathematics learning in primary schools in South Africa ((north West Province) and Botswana (South East District).	Investigator

A. Personal Statement

I am a senior lecturer in the Department of Educational Foundations at the University of Botswana. I, currently, teach both undergraduate and graduate courses. I also co-teach qualitative research to graduate students. I have a bachelor's degree in primary education (Major Mathematics Education) from the University of Botswana.

Presently, I am involved in two projects; co-investigator of a research project title "Reducing Stigma to Improve HIV/AIDS Prevention, Treatment, and Care among Adolescents Living with HIV in Botswana (Partnership between University of Botswana and University of Pennsylvania in the USA and also a Co-investigator : The Evaluation of Inclusive Education Programs for Transition-Age Students with Intellectual and Developmental Disabilities in Botswana and Ghana.

I have been involved in a number of research projects. I was a Principal Investigator (PI) of a research project titled "Norms and norms and beliefs related to cervical cancer screening amongst women aged 25-49 in Botswana: A pilot study" funded by University of Pennsylvania (NIH UPenn U54). Leading this project has advanced my leadership skills, and research skills. I have been conducting focus group/ talking circle interviews and individual interviews, as well as analyzing the data. I have also mentored some junior staff members of conducting the focus group interviews. I am also the co-investigator of a research project "Reducing Stigma to Improve HIV/AIDS Prevention, Treatment, and Care among Adolescents Living with HIV in Botswana" funded by the R21 grant.

From 2009 until now, I have been working on a capacity-building study between the University of Pennsylvania and the University of Botswana: "Partnership for capacity-building for HIV/STD prevention research for Batswana adolescents". I was the master facilitator in this project. I was involved in the design and implementation of the HIV adolescent's intervention program in selected Botswana Junior Secondary Schools. I also supervised the research assistants as they implemented the intervention in various schools. I have been part of a writing team crafting journal articles using the data from this study. Many peer-reviewed articles have been submitted for publication based on the data, including one such paper titled "Designing a Theory-Based, Cultural-Specific HIV/STI Risk Reduction

Intervention for Adolescents in Botswana Schools”. This paper elaborates on how to design culturally relevant program interventions for Botswana adolescents based on qualitative data.

I have also carried out a number of national studies including the Botswana Educational Achievement Monitor (BEAM), where I worked as a qualitative research expert. I trained the Botswana Examination Council staff members as well as other researchers on how to collect and analyse qualitative data as well as writing up the final research document. I was also an investigator in the Stanford study on “The low achievement trap comparing schooling in Botswana and South Africa. I was responsible for observing mathematics teachers teach, and analyzing mathematics learner text books.

I have been co-teaching the Transdisciplinary Summer and Winter Course (Indigenous Research) emphasis on African Philosophy at Stellenbosch University in South Africa. I also serve on various committees. A partial listing includes University-Wide HIV/AIDS Committee, Departmental Research Committee, Post Graduate Diploma in Education Teaching Practice, and the Post Graduate Review Task Force.

RESEARCH AND PUBLICATIONS

REFEREED JOURNAL ARTICLES

Kuyini, A.B., Major, T., Mangope, B., & Alhassan, A. (2021). Botswana Teachers: Competencies Perceived as Important for Inclusive Education. *International Journal of Inclusive Education*, DOI:10.1080/13603116.2021.1988156.

Tsheko GN, Koyabe B, Gabaitiri L, Molebatsi K, Chilisa B, Major TE, Losike-Sedimo N, Jemmott JB 3rd, Jemmott LS. (2021), *Mediation Analysis of a Theory-Based Culture and Age-Appropriate HIV/STI Prevention*. Prev Sci.. doi: 10.1007/s11121-021-01306-8. Epub ahead of print. PMID: 34936044.

Mangope, B., Kuyini, A. B., & Major, T.E. (2020). Experiences of general secondary education teachers in inclusive classrooms: Implications for sustaining inclusive education in Botswana. *International Journal of Whole Schooling*, 16(1), 1-34.

Major, T.E., Koyabe, B., Narasimhamurthy, M., Nkomazana, O., Friedman, H.M. (2019). Research Mentoring Plan Involving North-South Collaborations. *Journal of Global Oncology* .. 5 (September 01, 2019) 1-3. DOI: 10.1200/JGO.19.00176

Major, T.E. (2018). “We Wish We Could Be Heard”: Teachers’ Voices in Botswana Primary Schools. *Journal of Education*, 1–10 DOI: 10.1177/0022057418807430

Major, T.E., Koyabe, B., Ntsayagae, E., Monare, B., Molwane, B., and Gabaitiri, L. (2018). Norms and beliefs related to cervical cancer screening amongst women aged 25–49 in Botswana: A pilot study. *International Journal of Africa Nursing Sciences*,

Mangope, B., Kuyini, A.B., Musaruwa, C, **Major, T.E.,** Koyabe, B. , Ramoroka, B. (2018). From mainstreaming to inclusion: Have shifts in paradigms improved the practice of special education in Botswana? *Mosenodi*, 22(1), 16-27.

Gaotlhobogwe, M., **Major, T. E.,** Koloi-Keaikitse, S., & Chilisa, B. (2018). Conceptualizing evaluation in African contexts. In F. Cram, K. A. Tibbetts, & J. LaFrance (Eds.), *Indigenous Evaluation. New Directions for Evaluation*, 159, 47–62.

Major, T.E. and Mulvihill, T. (2018). Problem-Based learning pedagogies in teacher education: The case of Botswana. *The Interdisciplinary Journal of Problem-based Learning*. 12(1). : <https://doi.org/10.7771/1541-5015.1543>

Chilisa, B., **Major, T.E.,** and Khudu-Peterson, K. (2017). Community engagement with a postcolonial, African-based relational paradigm. *Qualitative Research*, 17, (3), 326-339.

Chilisa, B., **Major, T.E.** Gaotlhobogwe, M., and Mokgolodi, H. (2016). Decolonizing and Indigenizing Evaluation Practice in Africa: Toward African Relational Evaluation Approaches. *The Canadian Journal of Program Evaluation*. 30. ISSN 1496-7308. <http://cjpe.journalhosting.ucalgary.ca/cjpe/index.php/cjpe/article/view/318>

Major, T.E. and Mangope, B. (2014). Multicultural competence in student affairs: The case of University of Botswana. *Journal of Student Affairs in Africa*, 2 (1), 23–34. DOI: 10.14426/jsaa.v2i1.58

Mannathoko, M.C. and **Major, T.E.** (2013). An illuminative evaluation on practical art, craft and design instruction: The case of Botswana. *International Journal of Higher Education*, 2,(3), 54-61. <http://dx.doi.org/10.5430/ijhe.v2n3p54>

Major, T.E., and Mannathoko, M.C. (2012). Listening to the voices of the post graduate diploma in education (preservice) student teachers in Botswana. *International Journal of Scientific Research and Application*, 1, (2), 38-46. <http://ijsra.com/archive/volume1/44.pdf>

Reeves, C., **Major, T.E.** (2012). Using student notebooks to measure opportunity to learn in Botswana and South African classrooms. *Prospects*, 2012, DOI: <http://www.springerlink.com/content/0122675g43167152/>

Mangope, B., Kuyini, A. B., & **Major, T.** (2012). Assessment of Learners with Special Needs for Inclusive Education in Botswana: Issues and Challenges

- for schools. *International Journal of Scientific Research in Education*, 5(2)138-150.
- Mannathoko, M. C. and **Major, T.E.** (2012). Family-School Relationships in the teaching of Art and Craft at Primary schools: A case study of four primary schools in the South Central and Central North Regions. *National Journal of Teacher Education*, 5, (1).63-68.
- Major, T.E.** and Tiro, L. (2012). Theory Vs. Practice: The Case of Primary Teacher Education in Botswana. *International Journal of Scientific Research in Education*, 5, (1).63-70.
- Major, T.E.**, and Mangope, B. (2012). The constructivist theory in mathematics: the case of Botswana primary schools. *International Review of Social Sciences and Humanities (IRSSH)*. 3, (2), 139-147.
- Major, T.E.** (2011). A paradigm shift in teacher education: The case of Botswana. *National Journal of Teacher Education*, 4, (1), 33-38.
- Major, T. E.** (2010). Re-imagining primary teacher education through quality teaching/learning and assessment. *National Teacher Education Journal*, 3, (3), 59-64.
- Major, T.**, & Mulvihill, T. (2009). Julius Nyerere (1922 – 1999), an African philosopher, re-envisioning teacher education to escape colonialism. *New Proposals: Journal of Marxism and Interdisciplinary Inquiry*, 3, (1), 15-22.
- Nenty, H. J., Adedoyin, O. O., Odili, J. N., & **Major, T.E.**(2007). Primary teacher's perceptions of classroom assessment practices as means of providing quality primary/basic education by Botswana and Nigeria. *Educational Research and Review*, 2 (4), 074-081.
- Adeyinka, A. , & **Major, T. E.** (2005). Idealism and education with special reference to Africa. *African Journal of Educational Studies*, 2 (2), 323-344.

Adeyinka, A.A., and **Major, T.E.** (2005). Sample Philosophers of the Post-Renaissance Period; Implications of their ideas for Educational Policy and Practice in Africa. *Journal of Sociology and Education in Africa*, 4 (1), 75-95.

Adeyinka. A. A, & **Major. T.E.** (2004). Contemporary ethical issues in education with special reference to Africa. *Journal of Sociology in Africa*, 3 (1), 125-135.

Major. T.E. (2004). Primary colleges of education in Botswana and the development of holistic individuals envisaged in Education for Kagisano. *Journal of Sociology in Africa*, 3. (2), 271-290.

PAPERS SUBMITTED FOR REVIEW:

Major, T.E. et al (2018). Designing a Theory- Based, Cultural-Specific HIV/STI Risk Reduction Intervention for Adolescents in Botswana Schools.

Chilisa, B., Tsheko, G., Gabaitiri, L., **Major, T.E.**, Jemmott, L., Jemmott, J. (2018). Mediation analysis of a theory based culture and age appropriate HIV/STI Prevention Intervention for Middle-Age Adolescents in Botswana. (NIH funded)

Major, T. E., Malinga-Musamba, T Losike-Sedimo, Ntshwarang, P. N., Chilisa, R.(2018). Theory based predictors of intention to circumcise among Batswana adolescents (NIH funded)

BOOK PUBLISHED:

Adeyinka, A., & **Major, T.** (2006). *Sample Philosophers and Philosophies of Education*. Lagos: Educational Service International Publishing Division.

Carnoy, M., Chisholm, L., & Chilisa, B. (2012). *The low achievement trap: Comparing schooling in Botswana and South Africa*. (T.E. Major, contr. Research team). Cape town, South Africa: HSRC Press.

PUBLISHED CONFERENCE/SEMINAR/WORKSHOP PAPERS

Chilisa, B., Tlou, S., Chilisa, M., Koloi, S., & **Major, T. E.** (2005) African Universities' Response to HIV/AIDS: A case for the University of Botswana, paper presented at conference of the Association of African Universities, Capetown.

CONFERENCE/SEMINAR/WORKSHOP PAPERS/ PUBLISHED ABSTRACTS

Mangope, B., and **Major, T.E. (2016).** Experiences of General Secondary Education Teachers in Inclusive Classrooms in Botswana: Implications for special education reform. The 16th BOLESWANA Biennial Educational Symposium: Improving education quality and standards through research: post-2015 opportunities and challenges. University of Botswana, Gaborone, July 12-14, 2016.

Major, T.E., Mangope, B., and Tiro, L. (2013). *Problem-Based Learning Pedagogies in Teacher Education: The Case of Botswana.* University of Botswana, Gaborone, 3rd-4th July, 2013.

Major, T.E. , and Koloi-Keaikitse, S. (2013). "Breaking the silence" Lived experiences of married women in Botswana. 85 annual meeting of the Midwestern Psychological Association,

Major, T.E., and Mannathoko, C.M. (2012). Too much theory and not enough practice: Listening to the voices of the Post Graduate Diploma students at the University of Botswana. *International Conference on Teaching Practice in Education,* Pretoria, South Africa, 6-8 August, 2012.

Mannathoko, M.C., and **Major, T.E.** (2011). Family-School Relationships in the teaching of Art and Craft at Primary schools: A case study of four primary schools in the South Central and Central North Regions. 5th International

Federation for Home Economics- Africa Regional Conference, Gaborone, Botswana, 26th- 28th September 2011.

Mokgosi, L. , & **Major, T. E.** (2011). Teacher training differences, teacher mathematics knowledge, and teacher quality in Botswana and South Africa; A comparative analysis, Montreal, Canada, 30 April- 5th May, 2011.

Major, T. E. (2011). Paulo Freire's Education for Freedom. Society for the philosophical study of Education, Minneapolis, Minnesota, USA, March 30- April 2, 2011.

Chilisa, B., & **Major, T.E.** (2010). Some initial results of comparing student mathematics gains in sixth grade in Botswana and South Africa. XIV World Congress of Comparative Education Societies, Istanbul, Turkey, 14-18 June 2010.

Major, T. E. (2008). 2nd Annual African Diaspora Research Conference: Education: Activism, Inequality Mobility. April 4, 2008 Ball State University, Muncie, Indiana.

Major, T.E. (2007). Whose fault? The Rise and the fall of an African Philosopher- Julius Nyerere. Twenty- fourth International Society for Educational Biography. San Antonio, Texas, May 3-5.

Major, T.E. (2006). Breaking the Barriers, Deconstructing Oppression – An Educational Biography of Professor Lydia Nyati- Ramahobo. International Society for Educational Biography. Chicago, Illinois.

CLASSES TEACHING/TAUGHT

EFF 220- Historical, Philosophical, and Sociological Foundations of Education-

Undergraduate Course: 2002-to date.

EFF 410- Philosophy of Education	Undergraduate Course: 2002- to date
EFF 420- Contemporary Issues in Teacher Education	Undergraduate Course: 2002-to date
EFR 500- Measurement and Evaluation	Postgraduate Course: 2002-2005
EFR 641- Introduction to Qualitative Research	Graduate Course: 2009.
EFF 640- Integrated Foundations	Graduate Course: 2009-to date.

SERVICE

PROFESSIONAL

Principal Investigator Project Title: ``Norms and Beliefs related to cervical cancer screening amongst women aged 25-49 in Botswana'' Funded by NIH and University of Pennsylvania (UPenn). Grant awarded December 2015.

- Co-ordinating Post Graduate Teaching Practice: Responsibilities include: overseeing the students' supervision during teaching practice, overseeing the grading of students' portfolios by the lecturers during and after completion of the teaching practice.

- Co-Teaching Transdisciplinary Research Approach Course (Summer and Winter School): (Indigenous Research Methodologies with emphasis on African Philosophy at Stellenbosch University in South Africa
- Facilitator at the Transdisciplinary Research Pilot Workshop: National Research Foundation of South Africa: Training policy makers, research managers, members of the South African Global Change Science Committee, and heads of research and science service centres.
- Internal Examiner Master's Thesis
- Internal Examiner PhD. Dissertation (2017): Mrs Elina Tobias. Teachers' Experiences with teaching learners with visual impairment in Oshana Education Region: Namibia
- External Examiner Baisago University (2014 to present)
- External Examiner: Masters Projects Botho University 2016 to date.
- Master Facilitator: Partnership for Capacity Building for HIV/STD Prevention for Batswana Adolescence. (University of Pennsylvania UPENN in Partnership with University of Botswana. Funded by NIH.
- Training facilitators to implement the "Own the Future" intervention.
- Overseeing the implementation of the "Own The Future" in selected government schools in Botswana.
- Comparative Study of Teacher Quality and Students' Performance in Southern Africa. (International Funded Project by Stanford University in Partnership with University of Botswana and South African HSRC
- Associate Editor/Reviewer, the Journal of Training, Research and Consultancy. Institute of Management and Development (IDM).

- Mentoring junior lecturers.
- Member of Botswana Educational Research Association
- Member of the Africa-China Research Group in Botswana

SERVICE TO THE UNIVERSITY OF BOTSWANA

- Faculty Representative University Wide HIV/AIDS Committee
- Faculty Representative Maintenance Committee Board
- Member of Task Force Reviewing the Faculty's Graduate Programmes
- Member of the Task Force Developing Post Graduate Diploma in Higher Education-University of Botswana

SERVICE TO THE DEPARTMENT

- Secretary of Education Foundations Departmental Board November 2009-2012.
- Faculty of Education Representative – Maintenance Board
- Faculty of Education Representative- University Wide HIV/AIDS Board
- Internal Moderator of the Department
- Executive member of the UPENN and UB Study
- Serving as a chairperson of a HIV/AIDS committee at faculty level
- Departmental representative Teaching Practice Office
- Internal Moderator Master's Thesis:

COMMUNITY SERVICE

- Mentor- The African Women Leadership Academy.
- Vice Chairperson family life Ministries. SDA Mogoditshane.
- Coordinator Women's Ministries SDA Church- Community Involvement
- Vice Chairperson- Network for Elderly People in Mogoditshane Village

Signature:

TE May 6

Date: 29/03/2022