

**School of Education  
Community Engagement**

..... Presents .....

**CREATIVE NETWORK  
MAGAZINE**

**About This Volume**

Students and Staff from ALL universities and members of the general public were invited to:  
'Write about their current experiences in a creative way - a story, lyrics, poem, drawing etc...  
including how learning can take place during this time".

**ABOUT US**

**Dr Angela James (Coordinator)**

Academic Leader: Community Engagement  
Senior Lecturer: **Science Education**  
School of Education; College of Humanities  
University of KwaZulu-Natal (Edgewood Campus)  
**Email:** [jamesa1@ukzn.ac.za](mailto:jamesa1@ukzn.ac.za)  
**Cell:** 073 511 4558

**Ms Phakamile Mazibuko (Editor)**

| Master of Education Student  
| **Curriculum Studies**  
| School of Education; College of Humanities  
| University of KwaZulu-Natal (Edgewood Campus)  
| [215029257@stu.ukzn.ac.za](mailto:215029257@stu.ukzn.ac.za)  
| **Cell:** 079 953 9498

**Mr Lihle Mbatha (Editor, Layout & Graphics Designer)**

| Bachelor of Education Honours Student  
| **History Education**  
| School of Education; College of Humanities  
| University of KwaZulu-Natal (Edgewood Campus)  
| [215056679@stu.ukzn.ac.za](mailto:215056679@stu.ukzn.ac.za)  
| **Cell:** 072 974 9894

**Mr Luthando Molefe (Editor)**

Bachelor of Education Honours Student  
**Teacher Development Studies**  
School of Education; College of Humanities  
University of KwaZulu-Natal (Edgewood Campus)  
**Email:** [215029529@stu.ukzn.ac.za](mailto:215029529@stu.ukzn.ac.za)  
**Cell:** 078 049 1558

**Ms Mandisa Luthuli (Editor)**

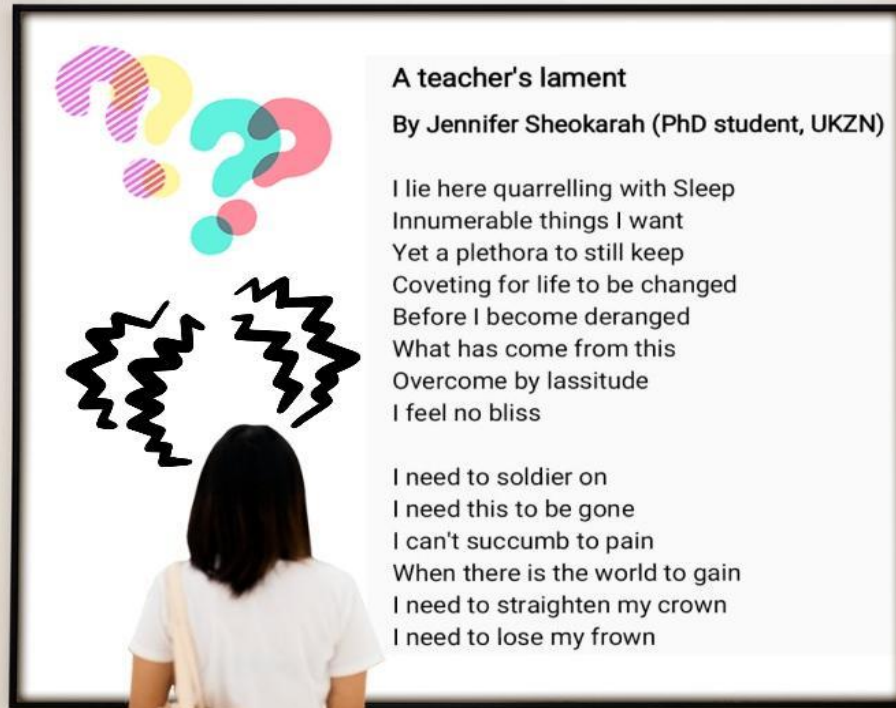
| Bachelor of Education First Year Student  
| **Social Science Education**  
| School of Education; College of Humanities  
| University of KwaZulu-Natal (Edgewood Campus)  
| [215046770@stu.ukzn.ac.za](mailto:215046770@stu.ukzn.ac.za)  
| **Cell:** 067 696 0185

**Mr Siphamandla Gumede (Graphics Designer)**

| Bachelor of Education Third Year Student  
| **Commerce Education**  
| School of Education; College of Humanities  
| University of KwaZulu-Natal (Edgewood Campus)  
| [218017568@stu.ukzn.ac.za](mailto:218017568@stu.ukzn.ac.za)  
| **Cell:** 063 654 0962



*A Teacher's lament*  
by  
**Jennifer Sheokarah**  
(University of KwaZulu-Natal; Edgewood Campus)



**A teacher's lament**

By Jennifer Sheokarah (PhD student, UKZN)

I lie here quarrelling with Sleep  
Innumerable things I want  
Yet a plethora to still keep  
Coveting for life to be changed  
Before I become deranged  
What has come from this  
Overcome by lassitude  
I feel no bliss

I need to soldier on  
I need this to be gone  
I can't succumb to pain  
When there is the world to gain  
I need to straighten my crown  
I need to lose my frown



**INTERESTED IN  
SUBMITTING A CREATIVE  
PIECE**

**Submit your piece to any  
team member by e-mail or  
WhatsApp by Wednesday of  
every week.**

**SUBMIT - PERMISSION IS  
GRANTED TO THE EDITORS  
TO PUBLISH MY CREATIVE  
WORK IN THE MAGAZINE.**

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**Mother Africa  
by  
Nahabwe Keneth**  
**(Uganda Christian University; Bishop Barham Campus)**

We were wealthy;  
Our riches reached the heights of amazement,  
And the radiance busted, "pw0000000, pw0000000"  
Like a flower ready for pollination,  
The whole world wondered about her resplendence.

From the bark bone,  
We flourished, cotton, coffee, tea and others  
From her belly,  
We extracted diamond, gold, and more ores  
From her wildlife,  
Medicine and tourism exchanging almost enough  
And from our taxes,  
We have become richer to sustain our needs.

But something happened  
We must admit it's Covid19 pandemic.  
But one may say Covid19 only unfolded the mask.

Able citizens mobilized their pockets,  
And aided to their capacity,  
With compassion to share with others

>>>>>



Interims of food money and medical equipment  
To address hunger famine and death during lockdown.

To my surprise,  
A Tsunami came,  
It washed away all the facilities.  
Relief funds were fractured by top officials  
Funds buried in their berries,  
Selling surplus to their subjects,  
Toll passes granted to officials for personal benefits; masking in officiality  
Continuing to strengthen laws for their security,  
Behold, personalizing mother Africa.

All I can see is Mother Africa cry,  
Cry, for transportation to resume and make business,  
Crying, not to be flogged because of no masks  
Cry, to be given their own saved social security funds,  
To secure their businesses and loans  
Yawning for little food to sustain to dusk.

Mother Africa, Mother Africa  
Bury corruption,  
Treat and feed with equality  
Not to die of hunger in a hideout from Covid19  
For Armageddon treats with equality.

""**BESSIE HEAD ON TWITTER**""

by

**Dr. Betty Govinden**  
(University of KwaZulu-Natal)

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**LEBOGANG MASHILE**, an accomplished South African performer, writer and poet, has always used poetry as a weapon and as refuge, as so many other South African poets have done.

Her powerful poems on race, identity, feminism, body image and memory have challenged us into a deeper awareness of how to live fully in our world. Active on Twitter, and writing critically on a range of issues, she has been aptly described as “Bessie Head on Twitter”!

Of the present COVID-19 crisis, she states that it has increased our sense of our vulnerability and uncertainty in a world now changed forever. However, dreaming of the brave new world that will dawn as we learn lessons from the present COVID-19 crisis, she says, “It will be a society that we choose based on our values, world views and things that define character”.

As she writes, evocatively and compellingly, in her poem, “You and I”:

*You and I*

*We are the keepers of dreams*

*We mould them into light beams*

*And weave them into life’s seams*

Mashile’s poetry collections include *In a Ribbon of Rhythm* [for which she received the Africa-wide Noma Award in 2006] and *Flying Above the Sky* [2008]. She has also been cited as one of the Top 100 Africans by *New African* magazine in 2011.



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***This is not happening!***  
by

**Dr. Rubahika Ntabaare**  
(Kabale University; School of Medicine, Uganda)

This is not happening!  
The government has ordered the closure of schools, borders  
Public gatherings banned -- no Church, no Mosque, no *Sangoma*  
COVID 19 is the wherefore  
East Africa but Uganda, had registered cases.

This is not happening!  
Not so long, the case arrives!  
The news spreads like wildfire  
More restrictions: Public Transport - STOP!  
The metallic birds are nested permanently.

This is not happening!  
The adage "one by one makes a bundle"  
A case is discovered in the community!  
It hadn't been from China, Dubai or Italy; it was Ugandan  
The privileged to travel high above are envied no more  
The rich have brought this upon us.

This is not happening!  
The President runs the show  
Lockdown it is. Nationwide curfew.



The colonial master was doing it, Uganda will do it  
All but essential services are halted  
Confusion is rife, what does "essential" mean?  
Military and police wield batons  
And manually drive home the meaning  
At times the gun is cocked; Death tails.

This is not happening!  
Sirens are the order of sunset  
Squads patrol the streets  
Those unfortunate to cross their paths cry, "Mama!"  
Over thirty years of postbellum. But, here is one  
Not guerrilla, not conventional, not mobile  
The warfare is yet to be named.

This is not happening!  
Washing hands has become a norm  
"Don't touch your face!" - A LEGIT practical joke!  
No word on Mr Money; shouldn't he be sanitised?  
New taboos -- Handshakes, Hugs. Just keep away.  
Even a phone call sends a shiver down the spine!  
This thing is mysterious

This is not happening!  
But wait a moment  
Is it the same COVID from Wuhan?  
The cases look healthier than the average sick citizen.

>>>>>



Something is not right. Conspiracy theories are a flare.  
 Meanwhile, the LOCKDOWN ensues  
 "Exercise indoors!", and the President demonstrates  
 Three days later, He arose - Happy Easter,  
 The Moon is in sight, Happy Ramathan  
 INDOORS!

This is not happening!  
 Mr Stomach is languishing in pangs  
 Going Herbivore has not been successful  
 Prices skyrocketed, the vegetarian diet is out of reach  
 The hungry man is worse than the bullet  
 The COVID Relief tries to soothe the **hunger**, thwart a rebellion  
 The Maize suit: Mealie meal eaten with *Ugali* will suffice  
 Lockdown = No money = Undernutrition = Low immunity  
 But, COVID + Low Immunity = Death  
 Only Albert Einstein can solve this ENIGMA!

This is not happening!  
 The ARV tins make noise -- No refill  
 High blood sugars, human candies we are -- No refill  
 The pressures slowly explode the blood pipes -- No refill  
 The jaw swelling is back; teeth are loosening off -- Missed the cycle  
 The waters have broken, new Life is born in the garden -- No choice  
 She cried all night and failed to suckle -- Herbs will do  
 The seizures are back; Evil spirits homecoming -- Prayers will do

The locomotives mustn't carry another soul -- Social Distancing  
 Formal Health Care is now a luxury; Once Near, now too far  
 To the sick rural peasant -- If wishes were horses. . .

This is not happening!  
 Father idle, Mother idle -- domestic violence soars  
 Kids - Adorable, aren't they?  
 Glasses, plates, all in smithereens  
 Walls vandalised with scribbles and doodles  
 A nuisance, aren't they?  
 And the Teenagers, the blossoming flowers  
 In 9 months, 'Big Babies' will give birth to true babies  
 Who can blame them  
 They ought to be in school  
 The idle mind is the devil's workshop.

This is not happening!  
 Somebody recommended masks  
 The government eases the Lockdown  
 Mouths and noses must be covered shut  
 The new normal it is but with an inadvertent effect  
 Hand washing has become passé  
 No one enjoyed getting their hands wet  
 Hand washing points are a pretentious show

This is not happening!

>>>>>



'Scientific' is the most used adjective  
Scientific: Weddings, Funerals, Learning  
What is Scientific about them?  
Everyone looks like a Surgeon  
Thermometers are ubiquitous  
RoboCops and RoboDoctors are on the way  
Coming soon...Scientific elections!

This is not happening!  
It is the lull before the storm in Africa  
Top government honchos are self-isolating  
Front-line health workers have become the hunted  
Truck drivers have criss-crossed the country with the bug  
The isolation centres are overwhelmed with **Angry** suspects  
The systems are frail  
COVID is destined for Endemic status  
It is well-nigh inevitable

THIS IS HAPPENING!  
A sliver of hope  
Dexamethasone works!  
It is not byzantine, this drug is commonplace  
There is Providence after all  
Long Live Africa!

***SHE TOO IS TO BE TREATED AS ONE OF YOU'LL***

5

by  
**Lihle Mbatha**

(University of KwaZulu-Natal; Edgewood Campus)

A woman is a **human** that  
**bleeds** like you.

**Born** like you and  
has a **soul** like you.

She needs to be **free**  
from your eyes.

She's a human that deserves  
to **walk free** on the street.





*A radio interview  
with Dr Anissa Mc Neil*

*More Radio Network, Los Angeles, USA: Issues linked to the Re-opening of Schools during COVID-19*

6

Academics in the School of Education, University of KwaZulu-Natal, University of Pretoria and Sao Paulo, Brazil and United States of America, educators from South Africa, Ghana, Uganda and Tanzania were on the guest panel. More than 20,000 listeners tuned in for the live broadcast. Dr Anissa McNeil introduced the show by indicating that there is a tremendous response to the broadcast and that there were many educators world-wide responding to the inequities in education of the vulnerable and poor. The questions that she asked: In the context of Educators worldwide preparing to greet students in a safe and welcoming environment, the topics under discussion were the Re-opening of Schools, the use of E-Learning during COVID-19, the safety of learners and teachers, and the Trauma experienced by learners.

UKZN staff on the panel were Dr Zanele Dube-Xaba, Dr Zanele Ngcobo, Dr Bronwyn Anderson and Dr Angela James, including Dr Eugene Machimana, University of Pretoria. The issues discussed were the negative impact of COVID-19, the inequalities in the education system across the private and government schools, access to resources, remote learning has further exposed inequalities in the South African schooling system, exacerbated and legitimised it, where the learners from the lower economic bracket are left behind as their schools were closed. Furthermore, they did not have the resources (such as laptops, iPad and data) required for online learning, let alone the knowledge. Other issues included, the core of teaching and learning should be the focus and action, not the babysitting of learners, shortage of teachers and teaching and learning materials. The different schools (private and public) have different experiences of working with the regulations such as the acquisition of Personal Protective Equipment (PPE), social distancing and sanitising of learners, teachers and classrooms due to the numbers of learners and staff. Also, learners will need to access psychological and emotional counselling services, upon returning to school, which is not readily available in most public schools. Moreover, schools are important sites for feeding, as many learners rely on feeding schemes for a wholesome meal in public schools and this is not possible when schools are closed. A question raised by Dr Anderson: What matters most? The lives of our children or the determined attempt to get learners back to school and to resume learning under "abnormal" and detrimental conditions? Another issue discussed was the focus on the developments and services that will be required after COVID-19 where our students may be of service, through Service-Learning. Much work will be required in the communities, educating the learners and working with communities concerning healthy living. Students can design healthy living programmes in collaboration with the teachers and community persons for relevant, practical ideas that can be implemented in the community.

Broadcast on ([www.moreradionetwork.com](http://www.moreradionetwork.com))





### *Who should be BLAMED?*

by

**Lihle Mbatha**

(University of KwaZulu-Natal; Edgewood Campus)

7

*"No matter how you look at the way the Department of Basic Education (DBE) has handled the schools reopening project it **has not been great**. It has been **clumsy, chaotic and downright confusing**. It does not matter how hard you try to spin it; it doesn't look good"* (Mail & Guardian, 05 June 2020, Bongekile Macuphe).

Yes, I fully agree with what has been asserted in the above excerpt. Nevertheless, I am of the view that DBE cannot be the only one to blame. In my opinion, the following are to be blame also:

- i. learners; and
- ii. parents or guardians.

#### **Why they too should be blamed?**

They were the one giving DBE sleepless nights, in particular learners in matric (Grade 12). Their parents too cannot be exempted from this. Citing that they cannot afford and/ or are not prepared to repeat matric. These assertions then compelled the department to reopen schools amid COVID-19 even when time denies. ALTHOUGH, it must be noted that **NOT ALL** learners and parents/ guardians were happy about the reopening of schools because they feared for their LIVES.

**So, it should be noted that the department's terrible way of handling the schools' reopening, was/is triggered by the divided pressure levied onto them by the concerned parties.**

## AN INTERNATIONAL SERVICE-LEARNING DISCUSSION

**(an expanded version of this article will be published in the UKZNdaba)**

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The Community Engagement sector in the School of Education hosted an International Service-Learning Discussion. Service-Learning (S-L) students are expected to work in communities, in this current context of COVID-19 with the harsh realities of rising infections, social distancing etc. We therefore need to view this as an opportunity to re-imagine how and what Service-Learning our students can be engaged with. Questions that participants were asked to address were: How can students be engaged in Service-Learning during these times? What are the constraints and possibilities for this engagement?

Academics and students from South African, American, Brazilian and Lithuanian universities participated in the discussion. The host and facilitator was Dr Angela James and presenters were Dr Frances O'Brien (UKZN), Dr Jacqui Searle, Service-Learning and Civic Engagement Manager, Cape Peninsula University of Technology (CPUT), Dr Anissa Mc Neil, founder and Chief Executive Officer of Education Works Consulting Firm, Los Angeles, California, Dr Jacqueline Ramdhani, an academic from University of KwaZulu-Natal, Mr Luthando Fundzo, a first year Natural Sciences and Life Sciences teacher and Professor Jennifer Subban, Wright State University, United States of America. Issues discussed focused on the requirements for students to conduct Service-Learning, the professional preparation needed should be prescribed, the timing planned, and the theory and practical aspects. Also, relationships with organizations in the community are vital. The current expectation is that we will have to work online, where a focus on deep reflections and introspection is required. How can the S-L be re-imagined? Possibilities and suggestions were discussed: we could use Blackboard or e-platform and place students into teams working with trans-disciplinary projects, the topic is not important, it is the learning, and we have to adjust the e-learning portfolio assessments; what projects can students do at home/in their neighbourhood? These projects could be done remotely where students could investigate - Are people social distancing; What is happening to the businesses in the community? the projects to be undertaken should benefit society, campus projects could be a site for learning where engineering and horticulture students work with the residences; some student s work with school projects and mentoring where mentorship is done online using WhatsApp. In working with S-L the approach needs to be considered – action learning, needs of the community (a health webinar/poster) and the 360degree impact assessment (does this project have an impact on students and on student learning?). Also, an Ubuntu S-L approach that is transcending into the virtual and practical space (Ubuntu is a humanist philosophy that basically says, I am because we are) and taking responsibility and appropriate actions requires attention. Arising from this pandemic is the issue of access rather than shortage of food, and that malnutrition rather than hunger will result. Therefore, diverse forms of food production and procurement are required.

We need to get the students to be involved in terms of prototyping - Economic Management Studies, the university and the students' home communities working on an entrepreneurship project idea that can respond to the economic, social, the civic and the moral problems, regenerative agriculture. The students could leave specimens of the planting prototypes in pharmacies, shopping centres and even on the side of the roads with plant care instructions. They could collect the discarded containers, come up with creative and innovative ideas, South African methods of reimagining and refashioning these discarded containers and making them into casings for saplings and other plant types. So, they are engaged in recycling as well, re-using casings and in their videos they will be presenting on re-generative agriculture and composting. It will create sustainability in terms of food security as well.

Mr Fundzo raised the question of: What is the significance of teachers giving learners S-L projects during this pandemic and how did the S-L course at university equip me to infuse S-L in the school curriculum. It is important that teachers give learners projects that inform them and make them aware of the pandemic in a more Experiential learning and responsibilities approach. The learners could use the knowledge they have of what a virus is, which is what we teach in grade eight and how the Coronavirus spreads and how people are infected? How it is a respiratory illness is what we teach in grade nine. The S-L project will expose them to be in the field, working with communities and exploring their knowledge of what this pandemic is and the measures that can be taken to prevent the spread. This also increases the likelihood for them to establish what the pandemic is and their experiences among themselves and their families. Also assisting them in navigating which stream to take on when they're going to pretend to check in South Africa, like in our curriculum in creating you actually choose which stream you want to go into. So, this S-L learning project, will actually groom them to be able to know which stream or career choice to make, which they would like to pursue in future. Also, how did this S-L equip me to be able to infuse S-L in the time of COVID-19 into the curriculum? So, the S-L course created a platform for me to be open minded in terms of interpreting the curriculum and working with the communities and the learners and this was largely enforced by the constant reflections that I had to write, this was one of the requirements of the S-L and also having to formulate research questions on the chosen subject matter. So basically, I wanted to emphasize what was said earlier when we are administering these projects with the learners – take into account their environment, what are the needs of the community and then we can be able to administer these kinds of projects. Another suggestion is to look at writing proposals around capacity development with communities and for how they can access the services that we provide. We do need to consider how much more will be expected after COVID-19, so much more will be needed. The question to ask is: Are we waiting for things to be brought to us or are we in collaboration with our communities, preparing for what is going to be? We don't know. But, how flexible are we to work with this?

**Captured by Dr Angela James**



## ADVERTISEMENTS



**Call for Papers: Journal of Baltic Science Education**  
**Theme: Responding to Covid-19: the integration of online teaching and learning in STEM education**  
**Guest Editors: L Mnguni & HO Mokiwa**

Science, Technology, Engineering, and Mathematics (STEM) education curriculum and instructional design continuously undergo reforms that aim to prepare learners for the challenges of the 21<sup>st</sup> century (Hoeg & Bencze, 2017; Pietarinen, Pyhäntö & Soini, 2017). In particular, STEM education has adopted strategies that integrate modern technologies in teaching and learning to enhance knowledge construction and application among learners and societies. In some countries, STEM education reforms are fuelled by socio-economic and political imperatives that seek to promote social justice (Mnguni 2018). More recently, the emergence of the Covid-19 pandemic has forced schools and universities to adopt online teaching methods in order to reduce the spread of the coronavirus. Consequently, researchers are exploring strategies for the incorporation of online teaching and learning methods. The effectiveness of these strategies and their impact on the students' conceptualization of STEM knowledge, its application, and relevance are continuously being investigated.

The application and relevance of online teaching and learning in STEM education can be viewed within the context of the 4<sup>th</sup> industrial revolution (Penprase, 2018). Research has shown that the integration of digital learning technologies improves students' conceptualization of STEM knowledge (Kelley & Knowles, 2016). There is a need to explore further how these online teaching and learning methods could be used in diverse contexts, particularly in under-resourced context and rural areas. In addition to digital learning technologies, the 21<sup>st</sup> century has seen the rise in technologies such as robotics, virtual reality (VR), and artificial intelligence (AI). However, the role of these technologies in the teaching of STEM education has not been explored extensively. Furthermore, the teaching and learning skills required for teachers and learners to effectively use these technologies require extensive research.

>>>>>



Therefore, this special issue is aimed at research papers that explore strategies for online teaching and learning methods in STEM education. Papers that reflect the effectiveness and impact of these strategies across the different STEM disciplines are invited. Additionally, papers exploring skills required for successful online teaching and learning are also invited.

### Potential topics

The following list of potential topics is provided to stimulate ideas for manuscripts. **Authors are not restricted to this list, but submissions must provide relevant insights framed by these research topics:**

- a) The impact of Covid-19 on teaching and learning in STEM education
- b) Strategies for the integration of online teaching and learning methods in STEM education
- c) Teacher preparedness to adopt online teaching methods in STEM education
- d) The impact of online teaching methods in STEM education on learner development
- e) Opportunities for 4IR technologies in STEM education

### Submission process

Authors should first submit their manuscripts directly to Lindelani Mnguni ([mngunle@unisa.ac.za](mailto:mngunle@unisa.ac.za)) and Hamza Mokiwa ([mokiwho@unisa.ac.za](mailto:mokiwho@unisa.ac.za)). The manuscripts that successfully pass the first review phase will enter the second evaluation phase.

All papers must adhere to the author guidelines of the Journal of Baltic Science Education.

Guidelines: [http://www.scientiasocialis.lt/jbse/files/JBSE\\_requirements\\_2019.pdf](http://www.scientiasocialis.lt/jbse/files/JBSE_requirements_2019.pdf)

Template online: <http://www.scientiasocialis.lt/jbse/?q=node/15>

Submitted papers will be subject to the usual double-blind review process with multiple reviewers. For questions, please contact the guest editors.

### Key dates

- Paper submission deadline: 15 August 2020
- Notifications to authors: 15 September 2020
- Expected publication date: December 2020

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## References

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The University of Pretoria's recruitment program, Junior Tukkies, **is launching an online preparation school for grade 12 learners in the subjects of Mathematics and Physical Sciences.**

The course will consist of pre-recorded videos, worksheets with memos and Saturday live sessions. **The program will run between the beginning July and end of August, so a 2-month program.**

**THERE IS NO COST INVOLVED TO THE LEARNERS.**

The learners can click on the following link to the page containing the program: <https://www.up.ac.za/juniortukkie/article/2713940/winter-school-for-grade-12-learners>

OR the short link: [https://bit.ly/preparation\\_school](https://bit.ly/preparation_school)

## Publishing Journal Articles: Tips for Early-Career Scholars

Keisha N. Blain draws on her experiences and observations as a writer, reviewer, editor and editorial board member to offer several practical strategies.

By

Keisha N. Blain | July 2, 2020

<https://www.insidehighered.com/advice/2020/07/02/recommendations-help-early-career-scholars-get-journal-articles-published-opinion>

## **IMPORTANT NOTICES TO ALL AUTHORS**

### **NOTICE 1**

Dear Authors

Thank you so much to everyone who submitted their great creative piece(s) which were published in Volumes 1, 2, 3, 4, 5, 6, 7, 8, 9, 10, 11, 12, 13, 14 and to those whose pieces are in the current publication, we are grateful for your amazing work.

**Creative pieces in any language are welcome.**

Kindly please note that we **ONLY** publish **8-10** “creative pieces” each week.

If your piece is not in the current publication, it will be published the following week.

Kind regards,  
Creative Network Magazine Team

### **NOTICE 2**

Dear Authors

Whenever you submit your creative piece to Dr. James, we kindly and warmly request you to please also send the following note with your submission:

I ..... (Full name and Surname) hereby grant permission for the Creative Network Magazine to publish my submission (creative piece).

Kind regards,  
Creative Network Magazine Team