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## UKZN ACADEMIC SPEAKS AT HIV/AIDS EDUCATION COMMUNITY OF PRACTICE MEETING IN PORT ELIZABETH



**Dr Kathleen Pithouse-Morgan (right) with Community of Practice steering committee members, Professor Relebohile Moletsane and Professor Claudia Mitchell.**

Senior Lecturer in the [School of Education](#), [Dr Kathleen Pithouse-Morgan](#), was the keynote speaker at the 7<sup>th</sup> Annual HIV and AIDS Education Community of Practice (CoP) meeting at Nelson Mandela Metropolitan University in the Port Elizabeth.

Pithouse-Morgan was invited to speak at the meeting by the Chair of the CoP Steering Committee, Professor Naydene de Lange.

The [Higher Education and Training HIV and AIDS programme \(HEAIDS\) Community of Practice \(CoP\)](#) was formed in a response to the national imperative to integrate HIV and AIDS education across the curriculum in the higher education sector in South Africa.

The HEAIDS CoP recognises the significant role of education in mitigating vulnerability to HIV and AIDS, alleviating the multiple damaging effects of HIV and AIDS and strengthening capacity to respond to the pandemic.

The CoP brings together academics involved in HIV and AIDS education across the South African higher education sector which comprises 23 universities and 50 technical vocational education and training institutions.

Annual CoP meetings provide academics with opportunities to collaborate, network, share knowledge and provide collective suggestions on issues related to HIV and AIDS teaching, learning and research.

In her keynote address, titled: Reflexivity in Teacher Education in an Age of AIDS, Pithouse-Morgan spoke about poetry as a medium for HIV and AIDS-related research and teaching.

'Research texts in the field of HIV and AIDS are commonly constructed using prosaic written language,' she said. 'Prosaic language can be understood as language that is written in the form of prose (not written in poetic form). It can also be understood as language that is used in ways that are straightforward, unemotional, unimaginative, and even dull. In contrast, poetic language is more evocative, imaginative and fluid.'

Her talk illustrated how poetry was increasingly being recognised by researchers and educators as a way to access and express life experiences by describing people's feelings, beliefs, hopes, dreams and fears. The talk also highlighted the potential of poetry to facilitate creativity and multilingualism in Higher Education teaching and learning.

Melissa Mungroo