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**CALL FOR PAPERS FOR THE INAUGURAL ISSUE OF SOUTHERN AFRICAN
LAW TEACHERS' JOURNAL, THE OFFICIAL JOURNAL OF THE SOCIETY FOR
LAW TEACHERS OF SOUTHERN AFRICA**

The Southern African Law Teachers' Journal (SALTJ) calls for submission of manuscripts to be considered for publication in its inaugural issue. SALTJ is a newly established journal of the Society for Law Teachers of Southern Africa published by Juta. This journal was established to create a platform for the generation of legal knowledge and discussion of current legal developments in SADC, Africa and the rest of the world. It is also meant to be a progressive platform that will encourage plurality and diversity of legal academic views.

The primary focus of the journal is legal education but also covers critical discussions relating to all areas of law, including critical legal thinking and discussion of different theories of law. SALTJ is rooted in African epistemology and aims to cultivate legal jurisprudence informed and directed by African knowledge. SALTJ mainly publishes contributions in English. However, it also considers contributions written in all other official languages in South Africa.

The theme of the SALTJ's inaugural issue is the impact of COVID-19 Pandemic on the teaching and learning, including researching of law at institutions of higher education. It is common parlance that this pandemic has impacted the desired transformation and improvement of the quality of higher education within various law schools resulting in challenges which all law teachers are forced to confront. The diverse challenges range from conditions of previously disadvantaged universities *vis-a-vi* previously advantaged universities in terms of delivering the academic project; rural based students *vis-a-vi* urban students and resources constraints for students who would have been solely reliant on physical libraries. Another major encounter relates to the obvious inequalities within the student body and different socio-economic conditions, which lead to inequitable access to learning opportunities.

Law faculties are forced to deliver their academic activities virtually. Apart from the issue of differences in accessing this mode of learning, there are several challenges that online teaching presents that may impact on the quality of the academic project. Most importantly, online teaching raises an important issue of quality of both teaching and learning, particularly because most law teachers are not adequately pedagogically trained to deliver their courses online. This pandemic has also impacted the production of knowledge through legal research and writing due to limited or no access to physical libraries which houses some of the most important legal materials that cannot be easily accessible online. Further, this has also affected post-graduate law students' ability to conduct adequate and effective research that will enable them to complete their research work. Consequently, the latter poses unique obstacles for post-graduate supervision, which might impact on the quality of throughput.

We invite law researchers, legal practitioners, judicial officers and law teachers to submit their manuscripts in one or more of the following themes:

1. The practical challenges of COVID-19 as it relates to virtual teaching and learning.
2. Blended learning.
3. Pedagogy of law in a virtual teaching and learning environment.
4. Innovative ways to overcome the impact of inequitable access to technologies and online resources.
5. Overcoming research, writing, post-graduate supervision challenges.
6. COVID-19 as an instigator for change and decolonisation of the teaching of law.
7. Creative ways of delivering the legal academic project during the enforcement of lock-down regulations.

8. Law and Technology.

9. The role of the private sector and government in relation to funding that could play an important role in learning and teaching at institutions of higher learning.

The main purpose of this inaugural issue is to share ideas on innovative methods of teaching and researching law post COVID-19. While we welcome manuscripts from different methodological approaches, we nonetheless, particularly encourage interdisciplinary based research. All submitted manuscripts will be subjected to **strict blind double peer review process** to ascertain their suitability for publication.

All manuscripts must be submitted on a word document to the co-managing editor, Clement Marumoagae (saltj.law@wits.ac.za or Clement.Marumoagae@wits.ac.za). While the peer-review process depends largely on the commitment of colleagues who are asked to review papers, we nonetheless, aim to complete the review process and provide the outcome of the review within a period of two months.

Deadline and Submission Details

- Submissions open 20 April 2021.
- The submission deadline for all papers is 31 October 2021.
- The intended publication date of this issue is April 2022

Co-Managing Editors

Maropeng Mpya

Research Fellow, University of Kwa-Zulu Natal

LLB (Unisa); LLM (*Cum Laude*) (Unisa); PhD (UKZN); Public International Law Certificate (UP); African Political Economy – The African Economy Challenge and Thought Leadership Certificates (Thabo Mbeki Leadership Institute); Global Law And Policy Certificates (Harvard Law School)

Clement Marumoagae

Senior Lecturer, University of the Witwatersrand, School of Law

LLB LLM (Wits); LLM (NWU); PhD (UCT); AIPSA Diploma in Insolvency Law and Practice (UP); Diploma in Corporate Law (Wits); Post-graduate certificates in Media law, Broadcasting law and Intellectual Property law (Wits)

GUIDELINES TO AUTHORS

1. The journal welcomes:

- 1.1 Full articles of between 20 to 30 typed pages. This form of academic writing provides for a critical and analytical engagement of the topic under discussion;
- 1.2 Case notes of between 8 and 10 pages. Case notes should critically engage the court or any tribunal or quasi-judicial determination;
- 1.3 Notes of between 11 and 16 pages which reflect on new developments in a particular area of law by critically engaging with either an aspect of a recent case or legislation;
- 1.4 Reflection notes on published works of between 20 and 25 pages. This form of academic writing is meant to encourage authors to critically respond to recently published scholarly books, dissertations and theses by critically engaging the approaches followed and conclusions reached in such writings.
- 1.5 Book reviews and short replies to published articles of not more than 5 pages.

2 Title and Author's names

- 2.1 Arial 14-point, capital letters, bolded and in italics.
- 2.3 Should not be more than 20 words.
- 2.4 Arial 12 point for the first name and surname of the author which must appear immediately below the title in capital letters and bolded.
 - 2.4.1 This must be followed by the author's qualifications, with the

institutions where such qualifications were attained placed inside brackets and separated by a semi-colon.

2.4.2 This must be followed by the author's destination, institution, and department, separated by commas.

MOJALEFA MOGAKA

LLB (Wits); LLM (NWU); LLD (UL)

Senior Lecturer, University of Progress, Department of Private law

2.5 All acknowledgments should be placed as a first footnote.

3 All forms of writing should be structured as follows:

1. INTRODUCTION

1.1. Second generation heading

1.1.1. Third generation heading

1.1.1.1. Fourth generation heading (not recommended)

1.1.1.1.1. Fifth generation heading (not recommended)

4 Full articles, notes, and reflection notes on published works must be accompanied by an abstract of not more than 200 words. The abstract should describe what the paper is about rather than introduce the paper. Footnotes should be used for these types of writing. In-text referencing should only be used for case notes and book reviews, which do not require abstracts.

3 Layout

3.1 Use font type 12 Arial in the main text

3.2 Use font type 10 Arial in the footnotes

3.3 Justify text with 1.5 line spacing for the main text.

3.4 Longer quotations of more than three lines must be isolated from the text and indented from both sides (0.5 cm)

- 3.5 Single smart (not straight) quotation marks and double quotation marks for quotations within quotations.
- 3.6 One and half spacing for footnotes.
- 3.7 There should be space between paragraphs, with the first sentence of each paragraph tabbed to the right.

4 Referencing

- 4.1 Use footnotes

4.2 Journal Articles

Mhango M & Dyani-Mhango N 'Reflections on Transformative Pension Adjudication' 38 (2017) 1 *ILJ* 2173 – 2200 at 2183

4.3 Books and book chapters

Downie J *Essentials of Retirement Fund Management* (2018, LexisNexis) at 3.

Marumoagae C 'South African Law regarding Employees Resignation due to Employers Conduct' in Frenkel (ed) *Selected Issues in Public Private Law* (Athens Institute for Education and Research, 2015) at 111.

4.4 Case Law

Ndaba v Ndaba 2017 (1) SA 342 (SCA) para 25

Hunter v Financial Services Board and Others unreported case number 3725/16 [2016] ZAGPPHC 1208 of 14 December 2016

4.5 Legislation

Pension Funds Act 24 of 1956

4.6 Dissertations and Theses

Seakamela M 'Withholding of pension funds benefits under the South African law' (LLM: University of Limpopo, 2015) at 35.

4.7 Regulations

Regulation 33(5) in GN R337 in GG 22210 of April 2001.

4.8 Internet Sources

ENCA 'Government pensions to be hit hard by Steinhoff scandal' available at <https://www.enca.com/south-africa/government-pensions-to-be-hard-hit-by-steinhoff-scandal> (2017/12/06)

4.9 Cross referencing

When a source is cited for the first time, cite such a source in full.

Use: Downie (note 3 above) at 23, for subsequent citation of the same source.

Use Ibid for the subsequent citation that immediately follows the same referenced source.