

NAVORSINGSUITSETTE / RESEARCH OUTPUTS 2015

DEPARTEMENT KURRIKULUMSTUDIE // DEPARTMENT OF CURRICULUM STUDIES

Joernaal Artikels (Geakkrediteer) // Journal Articles (Accredited)

ANYANWU R, LE GRANGE L & BEETS P. Climate change science: the literacy of Geography teachers in the Western Cape Province, South Africa. *South African Journal of Education* 2015; 35(3): Art. # 1160, 9 pages.

BICCARD P & WESSELS DCJ. Student mathematical activity as a springboard to developing teacher didacticisation practices. *Pythagoras* 2015; 36(2): 37-45.

BITZER EM. The doctoral quest as an alternative metaphoric narrative for doctoral research education. *Journal for New Generation Sciences* 2015; 13(3): 1-16.

EDWARDS N. Multimodality in science education as productive pedagogy in a PGCE programme. *Perspectives in Education* 2015; 33(3): 159-175.

LAMPEN E. Teacher narratives in making sense of the statistical mean algorithm. *Pythagoras* 2015; 36(1): 12 pages.

LE CORDEUR MLA. Die kwessie van Kaaps: Afrikaansonderrig op skool benodig 'n meer inklusiewe benadering? *The issue of Kaaps: Afrikaans teaching at school needs a more inclusive approach. Tydskrif vir Geesteswetenskappe* 2015. 55(4): 712-728.

LE GRANGE L. 'n Verkenning van die verhouding tussen wetenskap en inheemse kennis: moontlikhede vir integrasie in Suid-Afrikaanse Lewenswetenskappe klaskamers / *Exploring the relationship between science and indigenous knowledge: Possibilities for integration in South African Life Sciences classrooms. Suid-Afrikaanse Tydskrif vir Natuurwetenskap en Tegnologie / South African Journal for Science and Technology* 2015; 34(1): 1-8.

LE GRANGE L. Ubuntu/Botho as Ecophilosophy and Ecosophy. *Journal of Human Ecology* 2015; 49(3): 301-308.

MARTHINUSSEN PJ & VAN DER MERWE M. 'n Aangepaste bewustheidsprogram om fonologiese en fonemiese bewustheid in aanvangslees van Graad 1-leerders in 'n taalarm omgewing te verbeter./ An adjusted programme to improve phonological and phonemic awareness in early reading of Grade 1 learners in a language-poor environment. *Per Linguam* 2015; 31(2): 53-78.

MWINDA, RN & VAN DER WALT, C. From 'English-only' to translanguaging strategies: Exploring possibilities. *Per Linguam: A Journal of Language Learning* 31(3): 100-118.

ONTONG K & LE GRANGE L. Die herkonseptualisering van volhoubaarheid ná die dekade van opvoeding vir volhoubare ontwikkeling / *The reconceptualisation of sustainability after the decade of education for sustainable development. Tydskrif vir Geesteswetenskappe* 2015; 55(1): 50-61.

ONTONG K & LE GRANGE L. The need for place-based education in South African schools: the case of Greenfields Primary. *Perspectives in Education* 2015; 33(3): 42-57.

SMITH-TOLKEN A & BITZER EM. Reciprocal and scholarly service learning: emergent theoretical understandings of the university-community interface in South Africa. *Innovations in Education and Teaching International* 2015; 1-13.

SWANEPOEL JH. Transferring and transcending literature: Game of Thrones as transgeneric text. *Stilet* 2015; XXVII (1): 108-121.

VAN DER WALT C & KLAPWIJK N. Language of Learning and Teaching in a multilingual school environment: What do teachers think? *Language Matters* 2015; 46(2): 293-318.

VAN DER WALT. Conclusion: Harmonization as a transformative force. *Language Policy* 2015; 14(3): 7 pages.

VAN SCHALKWYK SC, LEIBOWITZ BL, HERMAN N, FARMER JL. Reflections on professional learning: Choices, context and culture. *Studies in Educational Evaluation* 2015; 46: 4-10.

WILSON L, BITZER EM & NEWMARK R. Community engaged curricula in higher education: The case of a master's programme in play therapy. *South African Journal for Higher Education* 2015; 29(4): 296-314.

Joernaal Artikels (Nie-geakkrediteer) // Journal Articles (Non-accredited)

ESAU O. Developing Academic and Community Research Participation in a South African Township and Rural Community. *Educational Research for Social Change* 2015; 4(1): 68-78.

FOURIE-MALHERBE M. Accountability and Autonomy in Higher Education in a Transforming Democracy: The Case of South Africa. *The Journal of the World Universities Forum* 2015. 8(4): 39-50.

FOURIE-MALHERBE M. History and Challenges: The State of Higher Education Studies in South Africa. *Shandong Higher Education* 2015. 1(15): 58-66.

LE CORDEUR MLA. 2015. Mandela and Afrikaans: From Language of the Oppressor to Language of Reconciliation. *International Review of Social Sciences and Humanities*, Vol. 10(1): 32-45.

LESHEM S, ZION N & FRIEDMAN A. A Dream of a School: Student Teachers Envision Their Ideal School. *SAGE Open* 2015; 5(4): 8 pages.

Kongresverrigtinge (vir subsidie) // Conference Proceedings (for subsidy)

BOTHA ML & BEETS P. *Tensions and Possibilities in Establishing School-University Partnerships as a Core Component of Improved Teacher Education.* Proceedings of the Sixth Annual Teaching Practice / Didactics Symposium, North-West University, Vaal Triangle Campus, 2014: 1-20.

GIERDIEN F. *On working with mathematics teachers from historically disadvantaged high schools through a continuous professional development initiative.* Proceedings of the 21st Annual Conference of the Association for Mathematics Education of South Africa (AMESA), Volume 1 (pp. 153-165), Polokwane, South Africa.

LONG C & LAMPEN E. *Professional identity and teacher agency: necessary and sufficient.* Proceedings of the 21st Annual Conference of the Association for Mathematics Education of South Africa (AMESA), Volume 1 (pp. 311-333), Polokwane, South Africa.

MATLATA SJ & WESSELS DCJ. *The experiences of secondary mathematics teachers teaching mathematics through problem solving.* In: Maoto S, Chigonga B, Masha K (eds.) Association for Mathematics Education of South Africa, Polokwane, South Africa, AMESA 2015: 371-385.

Boeke // Books

HORN K. *In Enemy Hands: South Africa's POWs in World War II.* Jonathan Ball Publishers, Johannesburg, 2015: 295 pages.

COSTANDIUS E & BITZER EM. (Coda by WAGHID Y). *Engaging Higher Education Curricula: A critical citizenship education perspective.* SUN MeDIA, Stellenbosch, 171 pages.

Boekhoofstukke // Chapters in Books

BEETS PAD. Curriculum and assessment. In: du Preez, Reddy CPS (eds.) *Curriculum Studies: Visions and Imaginings*, Pearson, Cape Town, South Africa, 2014: 134-156.

BRODIN EM. Conditions for Criticality in Doctoral Education: A Creative Concern. In M. Davies & R. Barnett (Eds.), *The Palgrave Handbook of Critical Thinking in Higher Education.* Palgrave Macmillan, New York, 2015: 265-282.

LE CORDEUR M. Afrikaans: Mites en werklikhede. Afrikaansmetodiek deur 'n nuwe bril. Oxford University Press, Goodwood, Kaapstad, 2014: 29-68.

LE CORDEUR M. Die geïntegreerde benadering. Afrikaansmetodiek deur 'n nuwe bril. Oxford University Press, Goodwood, Kaapstad, 2014: 252-285.

LE CORDEUR MLA. 'n Krities-analitiese beskouing van Bruin Afrikaans-sprekendes se rol in die Afrikaanse media en Naspers. In: Rabe L (red.) *'n Konstante Revolusie: Naspers, Media 24 en Oorgange. 1914 – 2014.* Tafelberg Uitgewers, Kaapstad, Suid-Afrika, 2015: 203-212.

REDDY CPS. Curriculum: Exploring an ever-changing landscape. In: du Preez, Reddy CPS (eds.) *Curriculum Studies: Visions and Imaginings*, Pearson, Cape Town, South Africa, 2014: 11-31.

ROBINSON M. So How High Has the Mountain Been Climbed?: A Reflective Overview of the Book. In *Mentoring for Learning: "Climbing the Mountain"*, Sense Publishers, The Netherlands, 2015: 333-342.

VAN DER WALT, C. Bi /Multilingual higher education: Perspectives and Practices. In *The Handbook of bilingual and multilingual education*, Wiley Blackwell, USA, 2015: 354 – 371.

DEPARTEMENT OPVOEDINGSBELEIDSTUDIE // DEPARTMENT OF EDUCATION POLICY STUDIES

Joernaal Artikels (Geakkrediteer) // Journal Articles (Accredited)

DAVIDS N & WAGHID Y. Geweld in post-apartheid skole – waar lê die oplossing? *Tydskrif vir Geesteswetenskappe* 2015; 55(4): 681-693.

DAVIDS N. Are Muslim women in need of Islamic feminism? In consideration of a re-imagined Islamic educational discourse. *British Journal of Religious Education* 2015; 37(3): 311-325.

FATAAR A & SUBREENDUTH S. The search for ecologies of knowledge in the encounter with African epistemicide in South African education. *South African Journal of Higher Education* 2015; 29(2): 106-121.

FATAAR A. *Moosa's aporia*: A critical interrogation of the text What is a Madrasa. *Southern African Review of Education* 2015; 21(2): 110-119.

FILLIES H & FATAAR A. Doksa en verwerking van leeridentiteitspraktyke van hoërskoolleerders in 'n landelike werkersklasdorp. *Litnet Akademies* 2015; 12(3): 728-755.

GOVENDER S & FATAAR A. Historical continuities in the education policy discourses of the African National Congress, 1912-1992. *South African Journal of Education* 2015; 35(1): Art # 901, 8 pages.

ISAACS T & WAGHID Y. Legitimising critical pedagogy in the face of timorous, mechanistic pedagogy. *South African Journal of Higher Education* 2015; 29(4): 158-178.

JOORST J. Towards a 'self-schooled' habitus: High school students' educational navigations in an impoverished rural West Coast township. *Southern African Review of Education* 2015; 21(2): 53-68.

MATOPE J & BADROODIEN A. Youth perspectives of achievement: Is money everything? Perspectives in Education 2015; 33(3): 58-71.

RINQUEST E. Making place: High school girls' place-making practices and identifications in the light of the 'expressive culture' of their independent school in peri-urban Cape Town. *Southern African Review of Education* 2015; 21(2): 69-90.

WAGHID Y & DAVIDS N. Maximalist Islamic Education as a Response to Terror: Some Thoughts on Unconditional Action. *Educational Philosophy and Theory* 2015; 47(13-14): 1477-1492.

WAGHID Y. Are doctoral studies in South Africa higher education being put at risk? *South African Journal of Higher Education* 2015; 29(5): 1-7.

WAGHID Y. Cultivating responsibility and humanity in public schools through democratic citizenship education. *African Education Review* 2015; 12(2): 257-269.

WAGHID Y. On the (Im)potentiality of an African Philosophy of Education to Disrupt Inhumanity. *Educational Philosophy and Theory*, 2015; 47(11): 1234-1240.

ZIPIN L, FATAAR A & BRENNAN M. Can Social Realism do Social Justice? Debating the Warrants for Curriculum Selection. *Education as Change* 2015; 19(2): 9-36.

ZIPIN L. Chasing curricular justice: How complex ethical vexations of re-distributing cultural capital bring dialectics to the door of aporia. *Southern African Review of Education* 2015; 21(2): 91-109.

Joernaal Artikels (Nie-geakkrediteer) // Journal Articles (Non-accredited)

DAVIDS N & WAGHID Y. The Invisible Silence of Race: On exploring some experiences of minority group teachers at South African schools. *Power and Education* 2015; 7(2): 155-168.

DAVIDS N. Islam and Multiculturalism in Europe: An Exposition of a Dialectical Encounter. *American Journal of Islamic Social Sciences* 2015; 32(2): 31-50.

WAGHID Y. What is a madrassa? A response to Ebrahim Moosa. *Journal of the Society for Contemporary Thought and the Islamicate World* 2015; 1-5.

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FATAAR A. Engaging Schooling Subjectivities Across Post-Apartheid Urban Spaces. SUN Media, Stellenbosch, South Africa, 2015: 185 pages.

WAGHID Y. Dancing with Doctoral Encounters: Democratic education in motion. SUN Media, Stellenbosch, South Africa, 2015: 158 pages.

MCDONALD Z. Expressing Post-Secular Citizenship: A Madrasa, An Ethic and A Comprehensive Doctrine. Peter Lang, Bern, Switzerland, 2015: 128 pages.

Boekhoofstukke // Chapters in Books

WAGHID Y. Beyond Critical Citizenship Education: On the Transformative Dimension of Critical Citizenship Education. In E Costandius & E Bitzer. *Engaging Higher Education Curricula: A critical citizenship education perspective*. SUN MeDIA, Stellenbosch, 2015: 123-129.

DEPARTEMENT OPVOEDKUNDIGE SIELKUNDE // DEPARTMENT OF EDUCATIONAL PSYCHOLOGY

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BENJAMIN A & CAROLISSEN R. "They Just Block It Out": Community Counselors' Narratives of Trauma in a Low-Income Community. *Peace and Conflict: Journal of Peace Psychology* 2015; 21(3): 414-431.

CAROLISSEN R, SHEFER T & SMIT E. A critical review of practices of inclusion and exclusion in the psychology curriculum in higher education. *PINS (Psychology in Society)* 2015; 49: 7-24.

DREYER L. Reflective Journaling: A Tool For Teacher Professional Development. *Africa Education Review* 2015; Vol 12(2): 331-344.

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DU PLESSIS B, KAMINER D, HARDY A, BENJAMIN A. The contribution of different forms of violence exposure to internalizing and externalizing symptoms among young South African adolescents. *Child Abuse and Neglect* 2015; Vol 45: 80-89.

LE ROUX M, SWARTZ L & SWART E. Die effek van 'n troeteldier-ondersteunde leesprogram op woordherkenningsvaardighede van graad 3-kindere. *Tydskrif vir Geesteswetenskappe* 2015, 55(2): 289-303.

OSWALD M & PEROLD M. A teacher's identity trajectory within a context of change. *South African Journal of Education* 2015; 35(1): Art # 1046, 8 pages.

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DANIELS S, BABCOCK RD & DANIELS D. Writing Centers and Disability: Enabling Writers through an Inclusive Philosophy. *Praxis: a Writing Center Journal* 2015; 13(1): 20-26.

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DREYER LM & SINGH SAM. *Post-Apartheid schooling experiences: voices of those included.* In: Joubert R, vanRooyen J & Browne-Ferrigno T (eds). International Symposium on Educational Reform (ISER), Pretoria, South Africa, Interuniversity Centre for Education Law and Policy (CELP) 2015: 73-78.

Boekhoofstukke // Chapters in Books

DANIELS D. Allowing girls into our schools does not mean that we have to include them. In: Majhanovich S, Malet R (eds.) *Building Democracy through Education on Diversity*, Sense Publishers, Rotterdam, Netherlands, 2015: 159-170.

DREYER LM. Responding to the Diverse Needs of Learners with Disabilities. In: Maguvhe O, Magano MD (eds.) *Disability in Context: A socio-educational perspective in South Africa*, Andrew Ashwin, Hampshire, United Kingdom, 2015: 14-32.

DEPARTEMENT SPORTWETENSKAP // DEPARTMENT OF SPORT SCIENCE

Joernaal Artikels (Geakkrediteer) // Journal Articles (Accredited)

AFRICA EK & VAN DEVENTER KJ. Balance and bilateral skills of selected previously disadvantaged children aged 9 to 12 years in Stellenbosch, South Africa. *South African Journal for Research in Sport, Physical Education and Recreation* 2015; 37(3): 1-13.

BONSU B & TERBLANCHE E. The training and detraining effect of high-intensity interval training on post-exercise hypotension in young overweight/obese women. *European Journal on Applied Physiology* 2015; August 2015, 8 pages.

CLEOPHAS FJ. The contribution of the African People's Organisation to sport in South Africa: July to December 1920. (*AJPHRD*). 2015; 21 (1:2): 444 - 456.

CLEOPHAS FJ. A historical account of Physical Education in the Cape Colony and Province prior to the second world war. *South African Journal for Research in Sport, Physical Education and Recreation* 2015; 37(2): 1-13.

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COETSEE C & TERBLANCHE E. The time course of changes induced by resistance training and detraining on muscular and physical function in older adults. *European Review of Aging and Physical Activity* 2015; 12(7): 8 Pages.

DE VILLIERS N & VENTER RE. Optimal training loads for the hang clean and squat jump in Under-21 rugby union players. *African Journal for Physical, Health Education, Recreation and Dance (AJPHRD)* (2015); 21(2), 665-674.

GROBLER L, FERREIRA S & TERBLANCHE E. Paralympic Sprint Performance Between 1992 and 2012. *International Journal of Sports Physiology and Performance* 2015; 10(8): 1052-1054.

LAWLESS FJ & GROBBELAAR HW. Sport psychological skills profile of track and field athletes and comparisons between successful and less successful track athletes. *South African Journal for Research in Sport, Physical Education and Recreation* 2015; Vol. 37(3): 123-142.

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OLIVIER PE & DU TOIT DE. Isokinetic neck muscle strength-ratios in sagittal and frontal planes: Men and women are different, but age differences are a myth. *South African Journal for Research in Sport, Physical Education and Recreation* 2015; 37(3): 143-152.

OWEN SM, VENTER RE, DU TOIT S & KRAAK WJ. Acceleratory match-play demands of a Super Rugby team over a competitive season. *Journal of Sports Sciences* 2015; Vol. 33(19): 2061-2069.

RUNCIMAN P, DERMAN W, FERREIRA S, ALBERTUS-KAJEE Y & TUCKER R. A Descriptive Comparison of Sprint Cycling Performance and Neuromuscular Characteristics in Able-Bodied Athletes and Paralympic Athletes with Cerebral Palsy. *American Journal of Physical Medicine & Rehabilitation* 2015; Vol. 94(1): 28-37.

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SCHÜTTE KH, MAAS EA, EXADAKTYLOS V, BERCKMANS D, VENTER RE, VANWANSEELE B. Wireless Tri-Axial Trunk Accelerometry Detects Deviations in Dynamic Center of Mass Motion Due to Running-Induced Fatigue. *Plos One*, October 2015. 12 Pages. *Open access journal*.

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VAZ L, VASILICA I, CARRERAS D, KRAAK W & NAKAMURA FY. Physical fitness profiles of elite under-19 rugby union players. *The Journal of Sports Medicine and Physical Fitness* 2015; 1-15.

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Boeke // Books

VAN DER MERWE F. *James R. Couper, Vader van Suid-Afrikaanse Boks*. FJG Publikasies, Melkbosstrand, Suid-Afrika. 119pp.

Boekhoofstukke // Chapters in Books

BARNARD R & KRAAK W. *Rugbyanalise*. In: Engelbrecht R (Ed). *Coach Loffie – Wenke vir wenners*. Naledi, Cape Town, South Africa. Pages 180-211.

SU SENTRUM VIR PEDAGOGIEK (SUNSEP) // SU CENTRE FOR PEDAGOGY (SUNCEP)

Joernaal Artikels (Geakkrediteer) // Journal Articles (Accredited)

GACHAGO D, STRYDOM S, HANEKOM PW, SIMONS S, WALTERS S. Crossing boundaries: Lecturers' perspectives on the use of WhatsApp to support teaching and learning in Higher Education. *Progressio* 2015; 37(1): 172-187.

NDLOVU MC. Learner Perceptions of Inquiry in Science Fair Projects: A Case Study of a Regional Science Fair in South Africa. *International Journal of Educational Sciences* 2015; 10(2): 347-358.