

NAVORSINGSUITSETTE / RESEARCH OUTPUT 2015

DEPARTEMENT KURRIKULUMSTUDIES // DEPARTMENT OF CURRICULUM STUDIES

Articles (Geakkrediteer) // 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, August 2015.

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

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. *Tydskrif vir Geesteswetenskappe* 2015. 55(4): 712-728.

LE CORDEUR MLA & THORNHILL AC. First additional language teaching in selected grade 4 – 6 classes in Western Cape urban schools: The case of Afrikaans. *Journal for Language Teaching* 2015. December.

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

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

LE GRANGE L. Rethinking learner-centred education: Bridging knowledge cultures. *Journal of Educational Studies* 2015. (in press)

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: A Journal of Language Learning* 2015; 31(2): 53-78.

MWINDA, RN & VAN DER WALT, C. From 'English-only' to translanguaging strategies: Exploring possibilities. *Per Linguam* 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; 13 pages.

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

VAN DER WALT, C. Reconsidering the role of language-in-education-policies in multilingual higher education contexts. *Spil Plus*.

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

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.

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 of Higher Education*, 2015; 29(4): 296-314.

Artikels (Nie-geakkrediteer) // 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. ISSN: 2248-9010 (online). October 2015.

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

VAN DER MERWE M. Geen grammatika-onderrig in die hoërskool? *Klasgids* 2015; 50(2).

VAN DER MERWE M. Voorstelle vir onderrigleeraktiwiteite in werkboeke. *Klasgids* 2015; 50(2).

VAN DER MERWE M. Watter rol kan woordeboekwerkboeke in die taalonderrigsituasie speel? *Klasgids* 2015; 50(1).

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 // Book chapters

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.

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LE CORDEUR MLA. 'n Krities-analitiese beskouing van Bruin Afrikaans-sprekendes se rol in die Afrikaanse media en Naspers (p.203 -212). In Rabe, L. (red.) 2015. *'n Konstante Revolusie: Naspers, Media 24 en Oorgange. 1914 – 2014.* Tafelberg: Kaapstad. 306 pages. 978 0624 06965 2.

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.

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.

DOI: 10.13140/RG.2.1.4939.5683

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.

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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.

DEPARTEMENT OPVOEDINGSBELEIDSTUDIES // DEPARTMENT OF EDUCATION POLICY STUDIES

Articles (Geakkrediteer) // Articles (Accredited)

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

DAVIDS N. On the un-becoming of measurement in education. *Educational Philosophy and Theory* 2015, Special Issue. (in press)

DAVIDS N & WAGHID Y. The worthwhile risk of education: From initiation to co-belonging in and through pedagogical encounters. *Educational Philosophy and Theory.* (in press)

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

DAVIDS N & WAGHID Y. Educational leadership as action: Towards an opening of rhythm. *South African Journal of Higher Education* 2015; 29(2): 106-121.

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- 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.
- ISAACS T & WAGHID Y.** 'The blame game-mechanistic conceptions of teacher education and its impact on schooling'. *South African Journal of Higher Education* 2015; 29(6): (in press).
- 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 & DAVIDS N.** On the limits of democratic citizenship education as initiation: cultivating risk-taking through association. *South African Journal of Higher Education* 2015; 29(6): (in press)
- WAGHID Y.** On the (Im)potentiality of an African Philosophy of Education to Disrupt Inhumanity. *Educational Philosophy and Theory*, 2015; 47(11): 1234-1240.
- WAGHID Y.** Are doctoral studies in South African 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.
- 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.
- ZIPIN L, FATAAR A & BRENNAN M.** Can Social Realism do Social Justice? Debating the Warrants for Curriculum Knowledge Selection. *Education as Change* 2015; 19(2): 9-36.

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

Boeke // Books

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.

Resensies van boeke // Book Review

WAGHID Y. What is a madrassa?: A response to Ebrahim Moosa. *Journal of the Society for Contemporary Thought and the Islamic World* 2015. (in press) ([Review essay](#))

Boekhoofstukke // Book chapters

DAVIDS N. (2015) Religion, culture, and the exclusion of Muslim women: On finding a reimagined form of inclusive-belonging. In Waghid, Y. (ed.) *Knowledge Cultures*, New York: Addlington Publishers. (In Press)

WAGHID Y. & DAVIDS N. 2015. Islamisation and democratization of knowledge in Muslim majority contexts: Towards a new imaginary of democratic citizenship. In: Zaman, M. (ed.). *Philosophy of Islamic education*, New York and London: Routledge (Forthcoming) (On Invitation).

WAGHID Y & DAVIDS N. (2015) Towards an African university in becoming: Reconsidering critique, hope and imagination. In Barnett, R. & Peters, M.A. (eds.) *New trends in university education*, London: Routledge. (In press).

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 EDUCATION 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.

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

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

DREYER L. Experiences of parents with children diagnosed with reading difficulties. *Southern African Review of Education* 2015; 21(1): 94-111.

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.

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 of Higher Education*, 2015; 29(4): 296-314.

KONGRESVERRIGTINGE (VIR SUBSIDIE) // CONFERENCE PROCEEDINGS (FOR SUBSIDY)

DREYER LM. & SINGH, SAM. 2015. *Post-Apartheid schooling experiences: voices of those included.* International Education Reform and Quality Education. Joubert, R & vanRooyen, J. & Browne-Ferrigno, T (Eds). Published by the Interuniversity Centre for Education Law and Policy (CELP), Room 3-90, Lecture Building, Groenkloof Campus, University of Pretoria, South Africa. ISBN: 978-0-620-65331-2 (print version)

Artikels (nie-geakkrediteer) // Articles (non-accredited)

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.

Boeke en boekhoofstukke // Books and book chapters

DREYER LM. Responding to the Diverse Needs of Learners with Disabilities. In *Disability in Context: A socio-educational perspective in South Africa*, 1st Edition. Obert Maguvhe and Meahabo Dinah (eds.) Cengage Learning EMEA, Cheriton House, North Way, Andover, Hampshire, SP10 5BE, United Kingdom. 2015: 14-32.

DANIELS D. Allowing Girls into our Schools does not mean that we have to include them. In Régis Malet & Suzanne Majhanovich (Eds.), *Building Democracy through Education on Diversity*. Vol. IV, A Diversity of Voices Series, Sense Publishers, Rotterdam. 2015: 159-170. 220 Pages. ISBN: 978-94-6300-257-8.

DEPARTEMENT SPORTWETENSKAP / DEPARTMENT OF SPORT SCIENCE

Artikels (geakkrediteer) // Articles (accredited)

AFRICA EK & VAN DEVENTER KJ. Balance and bilateral skills of selected previously disadvantaged children aged 9 to 12 years. *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 of Applied Physiology* 2015; August 2015, 8 pages.

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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.

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MATHEWSON E & GROBBELAAR R. Tackle-injury epidemiology in koshuis rugby players at Stellenbosch University. *South African Journal of Sports Medicine* 2015; Vol. 27(3): 72-75.

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.

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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.

RUNCIMAN P, TUCKER R, FERREIRA S, ALBERTUS-KAJEE Y & DERMAN W. Effects of Induced Volitional Fatigue on Sprint and Jump Performance in Paralympic Athletes with Cerebral Palsy. *American Journal of Physical Medicine & Rehabilitation* 2015; Vol. (in press)

RUNCIMAN P, TUCKER R, FERREIRA S, ALBERTUS-KAJEE Y & DERMAN W. Paralympic athletes with cerebral palsy display altered pacing strategies in distance-deceived shuttle running trials. *Scandinavian Journal of Medicine & Science in Sport* 2015; Vol 10(8): 1052-1054.

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.

VAN DER MERWE FJG. Suid-Afrikaanse soldate en hul sport tydens die Eerste Wêreldoorlog. *Suid-Afrikaanse Tydskrif vir Navorsing in Sport, Liggaamlike Opvoedkunde en Ontspanning* 2015; 37(1): 131-149.

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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; (in press)

VILLAREJO D, PALAO J, ORTEGA E, GOMEZ-RUANO M & KRAAK W. Match-related statistics discriminating between playing positions during the men's 2011 Rugby World Cup. *International Journal of Performance in Sport* 2015; 15(1): 97-111.

VAZ L, VASILICA I, KRAAK W & ARRONES LS. Comparison of scoring profile and game related statistics of the two finalist during the different stages of the 2011 Rugby World Cup. *International Journal of Performance Analysis in Sport* 2015; 15: 967-982.

BOEKE // BOOKS & BOEKHOOFSTUKKE//CHAPTERS IN BOOKS

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

BARNARD R & KRAAK W. *Rugbyanalise*. In: Engelbrecht R (Ed.). *Coach Loffie – Wenke vir wenners*. Naledi, Cape Town, South Africa. Pages 180-211. Total pages: 235.

SUNSEP // SUNCEP

Artikels (geakkrediteer) // Articles (accredited)

GACHAGO D, STRYDOM SC, 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 M & MOSTERT I. Teacher perceptions of Moodle and throughput in a blended learning academic in-service programme for secondary mathematics. *Africa Education Review*

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.
