

CURRICULUM STUDIES

Research Outputs 2019



Journal articles (subsidised)

AMERICA C, LE GRANGE L. Dekolonisering van die kurrikulum: 'n Kontekstualisering van Ekonomie- en Besigheidstudie-onderrig. *Tydskrif vir Geesteswetenskappe* 2019; **59**(1): 106-123.

AMERICA CG, SKELLY L. Future directions of economics education for teachers in South Africa: a review of current trends. *Southern African Review of Education* 2019; **25**(2): 120-138.

BASSON EA & LE CORDEUR MLA. Kaapse Afrikaanse idiomatiese uitdrukkings as hulpmiddel vir 'n meer inklusiewe Afrikaans huistaalklaskamer. *Stilet: Tydskrif vir die Afrikaanse Letterkundevereniging* 2019; **30**(1-2): 145-163.

BONZET R & FRICK BL. Gender Transformation Experiences among Women Leaders in the Western Cape TVET Sector: A Narrative Response. *Education as Change* 2019; **23**: #3521, 21 pages.

BYKER EJ, PUTMAN M, REDDY C AND LE GRANGE L. Global Water Crisis: Preparing Preservice Teachers for "Day Zero". *Kappa Delta Pi Record* 2019; **55**(1): 46-48.

CRONJE F, BITZER EM. Continuous professional learning in private higher education: making a case for distributed leadership. *South African Journal of Higher Education* 2019; **33**(2): 52-68.

DU PLESSIS J, LAMPEN CE, BRODIE K. Learners' awareness of their emotions and their engagement with mathematics tasks in a mathematics club. *Journal of Education* 2019; **77**: 44-59.

FRICK L. PhD by Publication – Panacea or Paralysis? *Africa Education Review* 2019; **16**(5): 47-59.

GIERDIEN F, SMITH C & JULIE C. Keeping sights in sight: Conversations with teachers about the design of toolkits peculiar to a continuous professional development initiative. *Pythagoras* 2019; **40**(1): 1-11.

GROENEWALD JH & FOURIE-MALHERBE M. Residence Heads as Intentional Role-Players in Promoting Student Success. *Journal of Student Affairs in Africa* 2019; **7**(2): 1-14.

HOPWOOD N & NERLAND M. Epistemic Practices in Professional-Client Partnership Work. *Vocations and Learning* 2019; **12**: 319-339.

LE GRANGE L. A comment on critiques of the article Age- and Education-Related Effects on Cognitive Functioning in Colored South African Women. *South African Journal of Higher Education* 2019; **33**(4): 9-19.

LE GRANGE L. On “predatory” publishing: A reply to Maistry. *Journal of Education* 2019; **75**: 20-32.

LE GRANGE L. Rethinking Learner-Centredness: Bridging Knowledge Cultures. *Africa Education Review (Educare)* 2019; **16**(6): 229-245.

LOUBSER H. Die ekoteks in die klaskamer. *Litnet Akademies* 2019; **16**(3): 678-711.

MCNAMEE LS, RULE PN. Dispositions of newly qualified doctors encountering a language-related dilemma in South Africa. *Southern African Linguistics And Applied Language Studies* 2019; **37**(2):158-170.

NEL J, LE CORDEUR MLA & KESE P. Taal en praktyk: ‘n gevallestudie oor Afrikaans Eerste Addisionele Taal by graad 4-leerders in ‘n meertalige skool. *Litnet Akademies* 2019; **16**(3): 591-620.

ONTONG K. ‘n Hervoorstelling van die begrip *grond* tydens ‘n ondersoek na die rol van Grondgebaseerde onderwys in Suid-Afrika. *Litnet Akademies* 2019; **16**(3): 530-552.

OWUSU-AGYEMAN Y & FOURIE-MALHERBE M. Negotiating co-ownership of learning in higher education: an underexplored practice for adult learning. *Studies in Continuing Education* 2019; **41**(1): 17-35.

OWUSU-AGYEMAN Y & FOURIE-MALHERBE M. Workforce development and higher education in Ghana: A symmetrical relationship between industry and higher education institutions. *Industry and Higher Education* 2019; **33**(6): 425-438.

PFEIFFER V & VAN DER WALT C. Ethno-linguistically diverse South African student’s writing. *Per Linguim: A Journal of Language Learning* 2019; **35**(2): 58-73.

SCHULTZ A & LE CORDEUR MLA. Die onderrig van Letterkunde in die Verdere Onderwys- en Opleidingsfase binne die raamwerk van die Kurrikulum- en Assesseringsbeleidsverklaring. *Tydskrif vir Geesteswetenskappe* 2019; **59**(4): 545-561.

TAYLOR R, VAN DER MERWE M. Die integrasie van tegnologie in die Afrikaans Huistaal-klaskamer van skole in die Wes-Kaap: ‘n gevallestudie 2019; *Litnet Akademies* 2019; **16**(2): 509-553.

TAYLOR R, VAN DER MERWE M. ‘n Behoefte aan die integrering van tegnologie in die Afrikaans Huistaal-klaskamer om die ontwikkeling van 21ste-eeuse vaardighede te ondersteun: ‘n gevallestudie. *Litnet Akademies* 2019; **16**(1): 295-340.

TSHUMA L & LE CORDEUR MLA. Intermediate Phase Mathematics teachers’ proficiency in the Language of Learning and Teaching: The Eastern Cape Province. *Per Linguam: A Journal of language Learning* 2019; **35**(3): 106-124.

ZYLSTRA M, ESLER K, KNIGHT A & LE GRANGE L. Integrating multiple perspectives on the human-nature relationship: a reply to Fletcher 2017. *Journal of Environmental Education* 2019; **50**(1): 1-10.

Journal articles (NON-subsidised)

FOURIE-MALHERBE M, SCHREIBER B. International Youth Alienation and Disengagement: Are “Care-Less” Institutions to Blame?. *Journal of College and Character* 2019; **20**(4):352-358.

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VEKKAILA J, VIRTANEN V, KUKKOLA J, FRICK BL, PYALTO K. How do doctoral students in STEM fields engage in scientific knowledge practices?. *Frontline Learning Research* 2019; 7(1):51-64.

Proceedings International

MAREE CE, EDWARDS N. *Developing pre-service science teachers' pedagogy in an inquiry-based classroom: examining their representational competence and fluency.* In: Kriek J (ed.) International Conference on Mathematics, Science and Technology Education (ISTE), Mpumalanga, South Africa, Unisa 2019: 20-26.

SMITH R, JULIE C, GIERDIEN MF. *Insights Gained from Implementing Teaching Toolkits: A Case of Activating Prior Knowledge.* In: Rogerson A, Morska J (eds.) The Mathematics Education for the Future Project, Proceedings of the 15th International Conference, Theory and Practice: An Interface or A Great Divide?, Kildare, Ireland, Winterwork 2019: 541-546.

Books

LE CORDEUR MLA. *Halala Suid-Afrika: 25 jaar se groeipyne van 'n jong demokrasie.* Naledi, Cape Town, South Africa 2019:431 pp.

Chapters in Books

AJJAN H, CRITTENDEN WF, GONEOS-MALKA A. Technology and Self-efficacy: Empowering South Africa. In: Crittenden VL (ed.) *Go-to-market Strategies for Women Entrepreneurs*, Emerald Publishing Limited, Bingley, United Kingdom, 2019: 125-136.

BECKER JA, ROUX CD. (Re)Capturing Human Rights Literacies: Starting Conversations. In: ROUX CD, BECKER JA (eds.) *Human Rights Literacies: Future Directions*, Springer Nature, Cham, Switzerland, 2019: 277-300.

BECKER JA, ROUX CD. Human Rights Literacies Research: (Re)think Approaches. In: ROUX CD, BECKER JA (eds.) *Human Rights Literacies: Future Directions*, Springer Nature, Cham, Switzerland, 2019: 73-98.

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GIERDIEN MF. Facilitating and mediating by mathematics teacher educators as a matter of positionality. In: Julie C, Holtman L, Smith C (eds.) *Caught in the Act: Reflections on Continuing Professional Development of Mathematics Teachers in a Collaborative Partnership*, African Sun Media, Stellenbosch, South Africa, 2019: 79-94.

HANNA G, REID DA, DE VILLIERS MD. Proof Technology: Implications for Teaching. In: Hanna G, Reid DA, DE VILLIERS MD (eds.) *Proof Technology in Mathematics Research and Teaching: Mathematics Education in the Digital Era*, Springer Nature, Cham, Switzerland, 2019: 3-9.

HOPWOOD N, AHN S, RIMPILÄINEN S, DAHLBERG J, NYSTRÖM S, JOHNSON E. Doing interprofessional simulation. In: Dahlgren MA, Rystedt H, Felländer-Tsai L, Nyström S (eds.) *Interprofessional Simulation in Health Care: Materiality, Embodiment, Interaction*, Springer Nature, Dordrecht, Netherlands, 2019: 91-113.

HOPWOOD N, CLERKE T. Common Knowledge between Mothers and Children in Problematic Transitions: How Professionals Make Children's Motives Available as a Resource. In: Hedegaard M, Edwards A (eds.) *Supporting Difficult Transitions: Children, Young People and their Carers*, Bloomsberg Academic, London, United Kingdom, 2019: 91-129.

HOPWOOD N. Motives and Demands in Parenting Young Children: A Cultural-Historical Account of Productive Entanglement in Early Intervention Services. In: Edwards A, Fler M, Bottcher L (eds.) *Cultural-Historical Approaches to Studying Learning and Development: Societal, Institutional and Personal Perspectives*, Springer Nature, Singapore, Malaysia, 2019: 101-116.

LE GRANGE LLL. Currere's Active Force and the Concept of Ubuntu. In: Hébert C, Ng-A-Fook N, Ibrahim A, Smith B (eds.) *Internationalizing Curriculum Studies: Histories, Environments, and Critiques*, Palgrave Macmillan, New York, United Nations, 2019: 207-226.

LE GRANGE LLL. Different voices on the decolonization of the curriculum. In: De Beer J (ed.) *The Decolonisation of the Curriculum Project: The Affordances of Indigenous Knowledge for Self-Directed Learning*, AOSIS, Cape Town, South Africa, 2019: 25-47.

LE GRANGE LLL. The Curriculum Case for Decolonisation. In: JANSEN J (ed.) *Decolonisation in Universities: The Politics of Knowledge*, Wits University Press, Johannesburg, South Africa, 2019: 29-47.

OWUSU-AGYEMAN Y, FOURIE-MALHERBE M. Using an Experiential Learning Model to Design an Assessment Framework for Workplace Learning. In: Kenon VH, Palsole SV (eds.) *The Wiley Handbook of Global Workplace Learning*, John Wiley & Sons, Hoboken, USA, 2019: 95-117.

PFEIFFER VF. Multilingual education: Encouraging students to use their language backgrounds. In: Seals CA, Olsen-Reeder VI (eds.) *Embracing Multilingualism Across Educational Contexts*, Victoria University Press, Wellington, New Zealand, 2019: 307-338.

PLOWRIGHT D. Workplace Inquiry: Using an Integrated Methodology for Mixed Methods Research. In: Costley C, Fulton J (eds.) *Methodologies for Practice Research: Approaches for Professional Doctorates*, Sage, London, United Kingdom, 2019: 189-209.

ROUX CD, BECKER JA. Subjects and Failed Subjects in Place-Space-Time: The Quest for Meaning. In: ROUX CD, BECKER JA (eds.) *Human Rights Literacies: Future Directions*, Springer Nature, Cham, Switzerland, 2019: 101-122.

ROUX CD. The 'Literacy Turn' in Human Rights and Human Rights Education. In: ROUX CD, BECKER JA (eds.) *Human Rights Literacies: Future Directions*, Springer Nature, Cham, Switzerland, 2019: 3-30.

STRYDOM SC, FOURIE-MALHERBE M. Pluralism as a Vehicle for Theory-Building in Educational Technology Research. In: Huisman J, Tight M (eds.) *Theory and Method in Higher Education Research*, Emerald, United Kingdom, United Kingdom, 2019: 174-191.

EDUCATION POLICY STUDIES

Research Outputs 2019



Journal articles (subsidised)

CARLSE JE. Writing centre consultants as critical friends. *Spil Plus* 2019; **57**:183-194.

COOPER AL, SWARTZ S, MAHALI A. Disentangled, decentred and democratised: Youth Studies for the global South. *Journal of youth studies* 2019; **22**(1):29-45.

DAVIDS N, WAGHID Y. Educational Leadership Reconsidered: Re-Invoking Authority in Schools. *Africa Education Review (Educare)* 2019; **16**(2):36-49.

DAVIDS N. Love in the time of decoloniality. *Alternation: Interdisciplinary Journal for the Study of the Arts and Humanities in Southern Africa (Formerly International Journal for the Study of Southern African Literature and Languages)* 2019; **24**:104-121.

DAVIDS N. Schools as restorative spaces for democratic citizenship education. *Journal of Education* 2019; **77**:79-93.

DAVIDS N. Tolerance as an imperative for higher education and democracy. *South African Journal of Higher Education* 2019; **33**(4):62-75.

DAVIDS N. Towards the contextualisation of democracy: A critical precursor for citizenship education in universities. *South African Journal of Higher Education* 2019; **33**(4):1-8.

DAVIDS N. You Are Not Like Us: On Teacher Exclusion, Imagination, and Disrupting Perception. *Journal of Philosophy of Education* 2019; **53**(1):165-179.

FATAAR MA, RINQUEST E. Turning space into place: The place-making practices of school girls in the informal spaces of their high school. *Research in education* 2019; **104**(1):24-42.

FATAAR MA. Academic conversation: From the shadows to the university's epistemic centre: engaging the (mis)recognition struggles of students at the post-apartheid university. *Southern African Review of Education* 2019; **25**(2):22-33.

FELDMAN JA, FATAAR MA. Students' emerging pedagogical reflexivities in respect of their "student teacherly becoming" on a PGCE Diversity and Inclusivity module. *South African Journal of Higher Education* 2019; **33**(6):133-152.

JOORST JP. Opvoederwees te midde van die realiteite van landelike geenskoolfonds-laerskole. *LitNet Akademies* 2019; **16**(1):367-394.

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ORCHARD JL, DAVIDS N. Philosophy for teachers (P4T) in South Africa – re-imagining provision to support new teachers’ applied ethical decision-making. *Ethics and Education* 2019; **14**(3):333-350.

WAGHID Y, DAVIDS N. On the polemic of academic integrity in higher education. *South African Journal of Higher Education* 2019; **33**(1):1-5.

WAGHID Y, WAGHID Z, WAGHID F. The Fourth Industrial Revolution reconsidered: On advancing cosmopolitan education. *South African Journal of Higher Education* 2019; **33**(6):1-9.

WAGHID Y. African philosophies of education re-imagined: Looking beyond postmodernism. *Educational Philosophy and Theory* 2018; **50**(14):1443-1444.

WAGHID Y. Citizenship teaching and learning: On the significance of democratic citizenship yet again when confronted by acts of terror. *Citizenship Teaching and Learning* 2019; **14**(1):3-5.

WAGHID Y. Quality, Dissonance and Rhythm within Higher Education. *South African Journal of Higher Education* 2019; **33**(3):1-7.

Journal articles (NON-subsidised)

DAVIDS N. Muslim education in democratic South Africa: Convergence or divergence of religion and citizenship. *The Journal of Education in Muslim Societies* 2019; **1**(1):44-59.

FATAAR MA. “In the belly of the beast”: South Africa’s educational discourses associated with the fourth industrial revolution (4IR). *Litnet Online: University Seminar Platform* 2019; **0**:1-5.

JANSEN J, WALTERS CA. The Recent Crisis in South African Universities. *International Higher Education* 2019; **96**:23-24.

WAGHID Y. The Future of Teaching-learning in Africa: The Quest for Ubuntu Justice in Higher Education. *Beijing International Review of Education* 2019; **1**(2-3):465-476.

Books

DAVIDS N, WAGHID Y. *Democratic Education and Muslim Philosophy: Interfacing Muslim and Communitarian Thought*. Springer Nature, Cham, Switzerland 2019:114 pp.

DAVIDS N, WAGHID Y. *Universities, Pedagogical Encounters, Openness, and Free Speech: Reconfiguring Democratic Education*. Lexington Books, Maryland, United Nations 2019:122 pp.

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WAGHID Y. *Towards a Philosophy of Caring in Higher Education: Pedagogy and Nuances of Care*. Palgrave Macmillan, Cham, Switzerland 2019:171 pp.

Chapters in Books

ASSIE-LUMUMBA NT, COSSA J, WAGHID Y. Freire and Africa: A Focus and Impact on Education. In: Torres CA (ed.) *The Wiley Handbook of Paulo Freire*, Wiley Blackwell, Hoboken, United Nations, 2019: 149-166.

BRENNAN MT, ZIPIN L. Seeking an Institution-Decentring Politics to Regain Purpose for Australian University Futures. In: Manathunga C, Bottrell D (eds.) *Resisting Neoliberalism in Higher Education: Pricing Open the Cracks*, Palgrave Macmillan, Cham, Switzerland, 2019: 271-292.

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DAVIDS N. Democratic Citizenship Education in South Africa: Can We Trust Our Teachers?. In: Pineda-Alfonso JA, De Alba-Fernández N, Navarro-Medina E (eds.) *Handbook of Research on Education for Participation Citizenship and Global Prosperity*, IGI Global, Hershey, United Nations, 2019: 45-66.

JANSEN J. Inequality in Education: What is to Be Done?. In: SPAULL NA, JANSEN J (eds.) *South African Schooling: The Enigma of Inequality*, Springer Nature, Cham, Switzerland, 2019: 355-372.

JANSEN J. On the Politics of Decolonization: Knowledge, Authority and the Settled Curriculum. In: JANSEN J (ed.) *Decolonisation in Universities: The Politics of Knowledge*, Wits University Press, Johannesburg, South Africa, 2019: 50-78.

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NGWENYA MC. Decoloniality and Higher Education Transformation in South Africa. In: Manthalu CH, WAGHID Y (eds.) *Education for Decoloniality and Decolonisation in Africa*, Palgrave Macmillan, Cham, Switzerland, 2019: 111-123.

SIMUKUNGWE M. Universities as Sites for Advancing Education for Decolonisation. In: Manthalu CH, WAGHID Y (eds.) *Education for Decoloniality and Decolonisation in Africa*, Palgrave Macmillan, Cham, Switzerland, 2019: 69-87.

VAN WYK B. Impact-Making Research in Higher Education in South Africa. In: Wolhuter C (ed.) *Raising the Impact of Education Research in Africa*, Oasis, Cape Town, South Africa, 2018: 61-75.

WAGHID Y, MANTHALU CH. Decoloniality as Democratic Change Within Higher Education. In: Manthalu CH, WAGHID Y (eds.) *Education for Decoloniality and Decolonisation in Africa*, Palgrave Macmillan, Cham, Switzerland, 2019: 47-68.

WAGHID Y. Post-colonial Teaching and Learning with Play. In: Manthalu CH, WAGHID Y (eds.) *Education for Decoloniality and Decolonisation in Africa*, Palgrave Macmillan, Cham, Switzerland, 2019: 255-262.

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EDUCATIONAL PSYCHOLOGY

Research Outputs 2019



Journal articles (subsidised)

DANIELS D, DAMONS LN. The schoolboy cluster as a complex learning ecology: An agentic social space for socially marginalized youth. *Southern African Review of Education* 2019; **25**(2):73-87.

JACOBS-NZUZI KHUABI LJ, SWART RE, SOEKER MS. A Service User Perspective Informing the Role of Occupational Therapy in School Transition Practice for High School Learners with TBI: An African Perspective. *Occupational Therapy International* 2019; **2019**:Article ID, 1201689, 15 pages.

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PROBYN E, BOZALEK V, SHEFER T, CAROLISSEN RL. Productive faces of shame: An interview with Elspeth Probyn. *Feminism and Psychology* 2019; **29**(2):322-334.

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VAN ASWEGEN SL, SWART RE, OSWALD MM. Developing metacognition among young learners by using stories. *South African Journal of Education* 2019; **39**(2):Art. #1531, 12 pages.

Journal articles (NON-subsidised)

DANIELS D. Adult learning, gender and mobility: exploring refugee mothers' accumulation of educational wealth through engagement in their children's education. *Journal of Vocational, Adult and Continuing Education and Training* 2019; **2**(1):22-42.
