

Content and trends in inclusion research in South African community educational psychology: A South African journal review

The content and trends in research are an important area of research in itself, as an indication of the movement and content of a specific field. This study explores the content and trends in community educational psychology through the lens of inclusion. The content and method trends in articles published in three prominent South African journals between 2013 and 2017 were analysed; namely, the *South African Journal of Psychology*, *Journal of Education* and *Education as Change*.

The main reason for focussing on these journals is that they are well established South African education and psychology journals. A total of 11 of 469 articles met the criteria; no articles in the *South African Journal of Psychology* contained the keywords “inclusion” or “inclusive education”.

Two main trends were identified: social justice and development. The social justice theme comprised the subthemes inclusion, exclusion, transformation, equity, diversity and inclusive education. The equity and diversity themes were not prevalent in previous research. The development subtheme comprised teacher development, curriculum development, policy development and legislation. The focus on development, in particular curriculum and teacher development, complemented previous research.

Research design trend analysis found that qualitative methodologies and mixed methodologies were predominantly used; no articles used in this study contained quantitative methodology only.

This study finds that the research focus in educational psychology is on policy development and social justice. Knowledge production is therefore focussed on the creation and development of policies.

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