**CURRICULUM STUDIES**

 **Research Outputs 2019**

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| **Journal articles (subsidised)** |

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

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**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.

**BECKER JA**. (Re)Framing the Subject(s) of Rights. In: ROUX CD, BECKER JA (eds.) *Human Rights Literacies: Future Directions*, Springer Nature, Cham, Switzerland, 2019: 31-51.

**DIECKMANN P, JOHNSON E, HOPWOOD N**. Bodies in Simulation. In: Dahlgren MA, Rystedt H, Felländer-Tsai L, Nyström S (eds.) *Interprofessional Simulation in Health Care: Materiality, Embodiment, Interaction*, Springer Nature, Cham, Switzerland, 2019: 175-195.

**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, Fleer 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**

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| **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.**MANTHALU CH, WAGHID Y**. Interrogating a cosmopolitanism of African Higher Education. *South African Journal of Higher Education* 2019; **33**(2):1-15.**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.

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**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.

**WAGHID Y, DAVIDS N**. *Teaching and Learning as a Pedagogic Pilgrimage: Cultivating Faith, Hope and Imagination*. Routledge, New York, United Nations 2019:112 pp.

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| **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.

**DAVIDS N, WAGHID Y**. Teacher Exclusion in Post-apartheid Schools: On Being Competently (Un)Qualified to Teach. In: Maree JG (ed.) *Handbook of Innovative Career Counselling*, Springer Nature, Cham, Switzerland, 2019: 357-371.

**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.

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**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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**TERBLANCHE J**. *Cultivating socially just responsible citizens in relation to university accounting education in South Africa*. PhD, 2019. 281 pp. Promoter: WAGHID Y.

**EDUCATIONAL PSYCHOLOGY**

 **Research Outputs 2019**

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| **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.

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| **Journal articles (NON-subsidised)** |

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