

RESEACH OUTPUTS 2016

CURRICULUM STUDIES

Articles (accredited)

ALBERTYN RM, FRICK BL. A collaborative higher education initiative for leadership development: Lessons for knowledge sharing. *South African Journal of Higher Education* 2016; **30**(5):11-27.

ALBERTYN RM, MACHIKA P, TROSKIE-DE BRUIN C. Towards Responsible Massification: Some Pointers for Supporting Lecturers. *Africa Education Review (Educare)* 2016; **13**(3-4):49-64.

BELL D, CARL AE, SWART RE. Students with hearing impairment at a South African university: Self-identity and disclosure. *African Journal of Disability* 2016; **5**(1):1-9.

BITZER EM, DE JAGER E. Lecturers' professional identity: The case of chartered accountants in academia. *South African Journal of Higher Education* 2016; **30**(4):171-189.

DE JAGER P & FRICK BL. Accounting doctorates produced in South Africa 2008-2014. *Meditari: Accountancy Research* 2016; **24**(3):438-457.

HOPWOOD N, CLERKE T. Professional pedagogies of parenting that build resilience through partnership with families at-risk: a cultural-historical approach. *Pedagogy, Culture & Society* 2016; **24**(4):599-615.

HOPWOOD N, DAY C, EDWARDS A. Partnership practice as collaborative knowledge work: overcoming common dilemmas through an augmented view of professional expertise. *Journal of Children's Services* 2016; **11**(2):111-123.

HORN K, KATZ DB. The Surrender of Tobruk in 1942: Press Reports and Soldiers' Memories. *Scientia Militaria: South African Journal of Military Studies* 2016; **44**(1):190-208.

HORN L, VAN NIEKERK A, THERON T, SWARTZ L & LE GRANGE LLL. Power ethics in humanities research: A response to Stolp. *Acta Academica* 2016; **48**(2):1-15.

KLAPWIJK N & VAN DER WALT C. English-Plus Multilingualism as the New Linguistic Capital? Implications of University Students' Attitudes Towards Languages of Instruction in a Multilingual Environment. *Journal of Language, Identity & Education* 2016; **15**(2):67-82.

KOOPMAN O, LE GRANGE LLL & DE MINK K. A narration of a Physical Science teacher's experience of implementing a new curriculum. *Education as Change* 2016; **20**(1):149-171.

LANGEVELDT F & FRICK BL. Volwasse studente in hoëronderwysinstellings: Die portefeulje-ontwikkelingskursus as 'n voorbereidingsmeganisme vir akademiese sukses. *LitNet Akademies* 2016; **13**(1):396-424.

LE GRANGE LLL. Decolonising the university curriculum. *South African Journal of Higher Education* 2016; **30**(2):1-12.

LE GRANGE LLL. Sustainability education and (curriculum) improvisation. *Southern African Journal of Environmental Education* 2016; **32**: 26-36.

- LESHEM S.** A studio tells a story: student-teachers learn differently. *European Journal of Teacher Education* 2016; **39**(2):174-189.
- LOUBSER H.** Die opvoedkundige waarde van ekoliterêre tekste: 'n Toepassing van Adrian Rainbow se sienings op 'n Afrikaanse jeugverhaal, 'n oorgangsroman en 'n prentboek vir kinders. *LitNet Akademies* 2016; **13**(3):630-671.
- ONTONG K, LE GRANGE LLL.** Reconceptualising the notion of place in school geography. *Geography* 2016; **101**(3):137-145
- PFEIFFER V & SIVASUBRAMANIAM S.** Exploration of self-expression to improve L2 writing skills. *Per Linguam: A Journal of Language Learning* 2016. **32**(2):95-108.
- PFEIFFER V & VAN DER WALT C.** Improving academic writing through expressive writing. *Journal for Language Teaching (SAALT Journal for Language Teaching)* 2016; **50**(2):55-77.
- ROBINSON M.** Professional practice schools as a form of school-university partnership in teacher education: Towards a social justice agenda. *Education as Change* 2016; **20**(2):11-26.
- SINCLAIR N, BARTOLINI BUSSI MG, DE VILLIERS MD, JONES K, KORTENKAMP U, LEUNG A & OWENS K.** Recent research on geometry education: an ICME-13 survey team report. *ZDM Mathematics Education* 2016; **48**:691-719.
- THERON E, BITZER EM.** Studente se leerbetrokkenheid aan 'n privaat hoëronderrysinstelling: navorsing en oorsigartikels / Student learning engagement at a private higher education institution. *Tydskrif vir Geesteswetenskappe* 2016; **56**(1): 207-220.
- THORNHILL C & LE CORDEUR MLA.** First additional language teaching in selected grade 4-6 classes in Western Cape urban schools: The case of Afrikaans. *Journal for Language Teaching (SAALT Journal for Language Teaching)* 2016; **50**(1):103-123.
- VAN DER WALT C.** Conclusion: Harmonization as a transformative force. *Language Policy* 2016; **15**(3): 323-329.
- VAN DER WALT C.** Reconsidering the role of language-in-education policies in multilingual higher education contexts. *Spil Plus* 2016; 49:85-104.
- VAN WYK M, LE GRANGE LLL.** Die geleefde ervarings van primêre skoolonderwysers binne 'n kultuur van performatiwiteit / The lived experiences of primary school teachers within a culture of performativity. *Tydskrif vir Geesteswetenskappe* 2016; **56**(4-2):149-1164.

Journal articles (non-accredited)

- DE VILLIERS MD.** A multiple solution task: A South African Mathematics Olympiad problem. *Learning and Teaching Mathematics* 2016; **20**:18-20.
- DE VILLIERS MD.** Generalising Some Geometrical Theorems and Objects. *Learning and Teaching Mathematics* 2016; **21**:17-21.
- HOPWOOD N, SHERAB K, RAI BK & LHENDUP K.** Using a cultural-historical approach to promote Gross National Happiness (GNH) in Bhutan: prospects for research and practice. *Bhutan Journal of Research & Development* 2016; **5**(1):49-59.

SHOYER S & LESHEM S. Students' voice: The hopes and fears of student-teacher candidates. *Cogent Education Journal* 2016; **3**:1-12.

Books

PLOWRIGHT D. *Charles Sanders Peirce: Pragmatism and Education*. Springer, Dordrecht, Netherlands 2016: 99 pp.

Chapters in books

ALBERTYN RM, VAN COLLER-PETER S & MORRISON J. Aligning student and supervisor perspectives of research challenges. In: Fourie-Malherbe M, Albertyn R, Aitchison C & Bitzer E (Eds.) *Postgraduate Supervision: Future foci for the knowledge society*, Sun Media, Stellenbosch, South Africa, 2016: 171-187.

AMERICA CG. Assessment in EMS. In: van Wyk M & Dos Reis K (Eds.) *Teaching Economic and Management Sciences in the Senior Phase*. Oxford University Press, Cape Town, South Africa, 2016: 181-204.

AMERICA CG. Understanding EMS in the school environment. In: van Wyk M & Dos Reis K (Eds.) *Teaching Economic and Management Sciences in the Senior Phase*, Oxford University Press, Cape Town, South Africa, 2016: 1-19.

BITZER EM, LESHEM S & TRAFFORD V. Becoming doctorate as an end-point and a point of departure: Intervention experiences of doctoral supervisors and candidates. In: Fourie-Malherbe M, Albertyn R, Aitchison C & Bitzer E (Eds.) *Postgraduate Supervision: Future foci for the knowledge society*, Sun Media, Stellenbosch, South Africa, 2016: 223-239.

BITZER EM. Research into Doctoral Education: A Survey of Institutional Research Projects in Southern Africa. In: Botha J & Muller NJ (eds.) *Institutional Research in South African Higher Education. Intersecting Contexts and Practices*, Sun Media, Stellenbosch, South Africa, 2016: 277-298.

DAVIDS M. BOSMAN V, EDWARDS N. The theory and practice of microteaching: scaling down to scale up. In: Okeke CIO, Abongdia JA, Adu EO, van Wyk MM & Wolhuter CC (eds), *Learn to Teach: A handbook for Teaching Practice*. Oxford University Press, Cape Town, South Africa, 2016: 169-188.

FOURIE-MALHERBE M, AITCHISON C, BITZER EM & ALBERTYN RM. (Re)Considering postgraduate education and supervision in the knowledge society. In: Fourie-Malherbe M, Albertyn R, Aitchison C & Bitzer E (Eds.) *Postgraduate Supervision: Future foci for the knowledge society*, Sun Media, Stellenbosch, South Africa, 2016: 1-12.

FOURIE-MALHERBE M, BOTHA J & STEVENS D. The rationale, challenges and benefits of joint degrees as a new form of doctoral education. In: Fourie-Malherbe M, Albertyn R, Aitchison C & Bitzer E (Eds.) *Postgraduate Supervision: Future foci for the knowledge society*, Sun Media, Stellenbosch, South Africa, 2016: 313-333.

FOURIE-MALHERBE M. Evidence for excellence in teaching: the role of institutional research. In: Botha J & Muller NJ (eds.) *Institutional research in South African Higher Education. Intersecting contexts and practices*, Sun Media, Stellenbosch, South Africa, 2016: 213-230.

FRICK BL, ALBERTYN RM, BRODIN E, McKENNA S & CLAESSON S. The role of doctoral education in early career academic development. In: Fourie-Malherbe M, Albertyn R, Aitchison C & Bitzer E (Eds.) *Postgraduate Supervision: Future foci for the knowledge society*, Sun Media, Stellenbosch, South Africa, 2016: 203-219.

FRICK BL. PhD by publication: An institutional analysis. In: Fourie-Malherbe M, Albertyn R, Aitchison C & Bitzer E (Eds.) *Postgraduate Supervision: Future foci for the knowledge society*, Sun Media, Stellenbosch, South Africa, 2016: 299-312.

LE CORDEUR MLA. Aksienavorsing. In: Ina Joubert, Cycil Hartnell & Kobus Lombard. (reds.) *Navorsing – 'n gids vir die beginnavorsers*, Van Schaik, Pretoria, South Africa, 2016: 167-188.

LE CORDEUR MLA. Die Wellington Krisantevereniging: kwekers van die beste krisante in Suid-Afrika – vir meer as 100 jaar. In: Carstens WAM & Le Cordeur MLA (eds.) *Ons kom van vêr: Bydraes oor bruin Afrikaanssprekendes se rol in die ontwikkeling van Afrikaans*, Naledi, Cape Town, 2016: 299-317.

LE CORDEUR MLA. Herinneringe aan studente-opstande en hoe dit my lewe geraak het – 1976-1980. In: Carstens WAM & Le Cordeur MLA (eds.) *Ons kom van vêr: Bydraes oor bruin Afrikaanssprekendes se rol in die ontwikkeling van Afrikaans*, Naledi, Cape Town, 2016: 220-236.

LE CORDEUR MLA. Hoor hoe slaan die ghoema, die ghoema, die ghoema vannie Kaap. In: Carstens WAM & Le Cordeur MLA (eds.) *Ons kom van vêr: Bydraes oor bruin Afrikaanssprekendes se rol in die ontwikkeling van Afrikaans*, Naledi, Cape Town, 2016: 258-271.

LE CORDEUR MLA. Kaaps: Tyd dat die Taal van die Kaapse Vlakte in die Formele Skool Verreken Word. In: Hendricks F & Dyers C (Reds.). *Kaaps in Fokus*, Sun Media, Stellenbosch, South Africa, 2016: 83-100.

LE CORDEUR MLA. 'n Kritiese oorsig van bruin Afrikaanssprekendes se rol in die Afrikaanse media. In: Carstens WAM & Le Cordeur MLA (eds.) *Ons kom van vêr: Bydraes oor bruin Afrikaanssprekendes se rol in die ontwikkeling van Afrikaans*, Naledi, Cape Town, 2016: 364-379.

LE GRANGE LLL. The conceptual power of *currere* and the transition to a green economy. In: Swilling M, Musango JK & Wakeford J (Eds.) *Greening the South African economy: Scoping the issues, challenges and opportunities*, UCT Press, Claremont, South Africa, 2016: 394-406.

MKHABELA ZL & FRICK BL. Student-supervisor relationships in a complex society: A dual narrative of scholarly becoming. In: Frick L, Motshoane P, McMaster C, Murphy C (Eds.) *Postgraduate study in South Africa: Surviving and Succeeding*, African Sun Media, Stellenbosch, South Africa, 2016: 23-37.

PFEIFFER V & SIVASUBRAMANIAM S. First Year Student: Using Expressive Writing to Cope with Trauma. In: Witruk E, Novita S, Lee Y & Utami DS (eds.) *Studies in Educational and Rehabilitation Psychology: Dyslexia and Traumatic Experiences*, PL Academic Research, Frankfurt, Germany, 2016: 101-110.

PLOWRIGHT D. Developing doctoral research skills for workplace inquiry: Using an integrated methodology. In: Fourie-Malherbe M, Albertyn R, Aitchison C & Bitzer E (Eds.) *Postgraduate Supervision: Future foci for the knowledge society*, 2016. Sun Media, Stellenbosch, South Africa, 2016: 241-254.

ROBERTSON C. Whose voice is right when I write? Identity in academic writing. In: Frick L, Motshoane P, McMaster C, Murphy C (Eds.) *Postgraduate study in South Africa: Surviving and Succeeding*, African Sun Media, Stellenbosch, South Africa, 2016: 145-155.

ROUX CD. Interlocutors, Human Rights Education and Interreligious Dialogue: A South African Perspective. In: Manfred L Pirner, Johannes Lähnemann, Heiner Bielefeldt (eds.) *Human Rights and Religion in Educational Contexts*, Springer, Switzerland, 2016: 307-321.

Conference papers

COSTANDIUS E & BITZER EM. *Engaging critical citizenship curricula: A case in the Visual Communication Design course at Stellenbosch University.* In: Costandius E & Odiboh F (eds.) *The International Conference on the Relevance of Critical Citizenship Education in an African Context.* Stellenbosch, South Africa, Sun Media 2016: 119-143.

GIERDIEN MF. *'We link it': A conversation with teachers from historically disadvantaged schools about their local practices.* In: Goba B, Naidoo J (eds.) *Annual National Congress of the Association for Mathematics Education of South Africa (AMESA), Johannesburg, South Africa, AMESA 2016.*: 181-192.

LAMPEN CE & LONG C. *The teacher professional: Roles and responsibilities in the age of assessment.* In: Goba B, Naidoo J (eds.) *Annual National Congress of the Association for Mathematics Education of South Africa (AMESA), Johannesburg, South Africa, AMESA 2016.* 273-285.

VAN DER MERWE M. *Integrating a LSP Dictionary via Mobile Assisted Language Learning in a Multilingual University Setting.* In: Margalitadze T, Meladze G (eds.) *EURALEX International Congress, Tbilisi, Georgia, Ivane Javakhishvili Tbilisi Press 2016.* 212-223.

Doctoral students completed

BASSON M. *A professional development inquiry: teacher pedagogical content knowledge to support reading comprehension of non-mother-tongue speakers.* PhD 2016. 377pp. Promotor: Dr MLA le Cordeur.

EDWARDS N. *Using design-based research to analyse the development of an inquiry-based approach for teaching direct current electricity to pre-service teachers.* PhD 2016. 285pp. Promotor: Prof L Le Grange.

FAASEN M. *A learning design framework for active learning using audience response systems.* PhD 2016. 198pp. Promotor: Prof M Fourie-Malherbe. Mede-Promotor: Prof JC Cronje.

KASSIM AY. *Perceptions of pre-service teachers in foundation phase mathematics about their professional development.* PhD 2016. 390pp. Promotor: Prof DCJ Wessels.

KHOZA LM. *Variables associated with student learning resource preferences in the learning management system at a Faculty of Military Science.* PhD 2016. 270 pp. Promotor: Dr F Gierdien. Mede-promotor: Dr S Strydom.

LOURENS E. *From graduate to employee: Exploring the journeys of first-time entrants into the labour market.* PhD 2016. 310 pp. Promotor: Prof M Fourie-Malherbe.

MATIMBO FJ. *Towards understanding programmatic quality in private universities in Tanzania.* PhD 2016. 304pp. Promotor: Prof EM Bitzer.

McCREANOR CPA. *A curriculum framework for the professional development of corporate social responsibility practitioners in South Africa.* PhD 2016. 454pp. Promotor: Prof EM Bitzer. Mede-promotor: Prof PGW Jansen.

NAUKUSHU ST. *A critical theory enquiry in the development of number sense in Namibian first-year pre-service secondary Mathematics teachers.* PhD 2016. 328pp. Promotor: Prof M Ndlovu. Mede-promotor: Dr F Gierdien.

ORR D. *Higher education strategic partnerships: the impact of Stellenbosch University's community interaction agreements on local development.* PhD 2016. 274pp. Promotor: Prof R Newmark.

OWUSU-AGYEMAN Y. *The relevance of telecommunications and electrical engineering programmes to the needs of adult learners in Ghana.* PhD 2016. 324pp. Promotor: Prof M Fourie-Malherbe. Mede-promotors: Prof L Frick and Dr DMO Adjin.

PETERS BI. *Realistic Mathematics Education and Professional Development: A Case Study of the Experiences of Primary School Mathematics Teachers in Namibia.* PhD 2016. 518pp. Promotor: Dr MF Gierdien.

PETERSEN M. *The role of student feedback in university teaching at a research-led university.* PhD 2016. 295 pp. Promotor: Prof EM Bitzer. Mede-promotor: Dr S van Schalkwyk.

Master students completed

ALOOVI O. *Grade 11 and 12 Biology teachers' lived experiences of the implementation of the Namibian senior secondary certificate (NSSC) curriculum.* MEd, 2016. 127 pp. Studieleier: Prof L Le Grange.

BOSHOFF HJ. *The relative influence of two different teaching strategies on the academic performance of a group of undergraduate radiography students in anatomy studies.* MPhil, 2016. 97 pp. Studieleier: Prof EM Bitzer.

CONRADIE BL. *Die problematiek van wiskunde en wiskundige geletterdheid as voorbereiding vir BAgric-studie aan die Elsenburg Landbou-opleidingsinstituut.* MPhil, 2016. 89pp. Studieleier: Prof EM Bitzer.

MACHERA RP. *Students' throughput in an accounting programme at a Botswana university.* MPhil, 2016. 112 pp. Studieleier: Prof BL Frick.

MAJIET. *Improving the critical thinking skills of learners in a grade six history classroom: An action research approach.* MEd, 2016. 99pp. Studieleier: Dr O Esau.

NEGUMBO T. *An investigation into underperformance in Social Studies at a primary school level (grades 5-7) in selected Namibian schools: A case study.* MEd, 2016. 118 pp. Studieleier: Prof AE Carl.

ROSS K. *Factors influencing the academic success of first-year students in chemistry at an agricultural training institution.* MPhil, 2016. 198pp. Studieleier: Prof EM Bitzer.

VAN DER MERWE C. *Experiences of feedback on medical students' clinical skills performance in a clinical skills centre.* MPhil, 2016. 126pp. Studieleier: Prof EM Bitzer. Mede-studieleier: Mev E Archer.
