

NAVORSINGSUITSETTE / RESEARCH OUTPUTS 2015

EDUCATION POLICY STUDIES / OPVOEDINGSBELEIDSTUDIE

Journal articles (accredited) // Tydskrifartikels (geakkrediteerd)

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): 211-325.

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

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.

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.

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. (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. 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 Africa 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.

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.

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.

Journal articles (non-accredited) // Tydskrifartikels (nie-geakkrediteerd)

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.

Books // Boeke

FATAAR A. Engaging Schooling Subjectivities Across Post-Apartheid Urban Spaces. SUN Media, Stellenbosch, South Africa, 2015: 185 pages.

MCDONALD Z. Expressing Post-Secular Citizenship: A Madrasa, An Ethic and A Comprehensive Doctrine. Peter Lang, Bern, Switzerland, 2015: 128 pages.

WAGHID Y. Dancing with Doctoral Encounters: Democratic education in motion. SUN MeDia, Stellenbosch, 2015: 158 pages.

Book chapters // Boekhoofstukke

COOPER AL. We Need to Talk About Learning: Dialogue and Learning Amongst South African Youth. In: Wyn J, Cahill H (eds.) *Handbook of Children and Youth Studies*, Springer, Singapore, 2015: 419-445.

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.

WAGHID Y. Curriculum and Moral debates: On virtue education and multicultural integration. In: du Preez P, REDDY CPS (eds.) *Curriculum Studies: Visions and Imaginings*, Pearson, Cape Town, South Africa, 2015: 76-109.

Doctoral completed // Doktoraal voltooi

CHIROMA J. *Democratic citizenship education and its implications for Kenyan higher education*. PhD, 2015. 267 pp. Promotor: Prof Y Waghid.

FILLIES H. *Die konstruering van hoërskoolleerders se leerpraktyke binne 'n werkersklaswoonbuurt*. PhD, 2015. 263 pp. Promotor: Prof A Fataar.

Masters completed // Magister voltooi

ACKERMANN JM. *Parents' perception of parental involvement in selected primary schools.* MEd, 2015. 131 pp. Studieleier: Prof B van Wyk.

BOOYSEN P. *A philosophical study of alternatives to practices of educational philanthropy.* MEd, 2015. 124 pp. Studieleier: Prof B van Wyk.

BOTHA N. *Navorsing oor beleide aangaande tegnologie en die toepassing daarvan in vier verskillende laerskole in die Wes-Kaap.* MEd, 2015. 176 pp. Studieleier: Dr N Davids.

KABENDE MM. *A conceptual analysis of institutional culture at a Namibian university.* MEd, 2015. 121 pp. Studieleier: Prof B van Wyk.

MNCWANGO JB. *An exploration of the discrepancy between classroom-based assessment and external summative assessment in English first additional language Grade 12.* MEd, 2015. 138 pp. Studieleier: Prof N Bak.

NYAMBE TN. *Primary school teachers' experiences of implementing assessment policy in social studies in the Kavango region of Namibia.* MEd, 2015. 76 pp. Studieleier: Dr J Joorst. Medestudieleier: Prof PAD Beets.

OZER M. *School principals' family stress and their human relations at school.* MEd, 2015. 88 pp. Studieleier: Prof J Heystek.

SIMANU EH. *An investigation into the relationship between educational leadership and learners' performance in the Kavango region, Namibia.* MEd, 2015. 145 pp. Studieleier: Dr N Davids.

VAN DER COLFF J. *Die rol van skoolbeheerliggame in die aanbeveling van prinsipale aanstellings: uitdagings vir plattelandse skole.* MEd, 2015. 138 pp. Studieleier: Prof J Heystek.

VAN ZYL M. *'n Ondersoek na die rol van erkenning van deugde in verband met individuele leerders se potensiële bydraes tot die vestiging van 'n demokratiese, multi-kulturele samelewing.* MEd, 2015. 80 pp. Studieleier: Prof Y Waghid.