

Completed dissertations and theses based on SUNCEP's interventions

PhD dissertations

1. Hanekom, PW. 2019. Designing a WhatsApp VCOP model to support the effectiveness of blended-learning teacher professional learning sciences short courses. Unpublished PhD thesis. Stellenbosch; Stellenbosch University. <http://hdl.handle.net/10019.1/107288>
2. Jeram, R. 2018. On bridging the gap between theory and practice: A conceptual analysis of practice in relation to a teacher professional learning programme at Stellenbosch University. Unpublished PhD thesis. Stellenbosch; Stellenbosch University. <http://hdl.handle.net/10019.1/104817>
3. Philander, CJ. 2018. The professional development of natural sciences teachers: possibilities of a community of practice. Stellenbosch; Stellenbosch University. <http://hdl.handle.net/10019.1/105071>
4. Pfeiffer, CR. 2017. A study of the development of mathematical knowledge in a Geogebra-focused learning environment. <http://hdl.handle.net/10019.1/102718>
5. Lourens, E. 2016. From graduate to employee: Exploring the journeys of first-time entrants into the labour market. Unpublished PhD thesis. Stellenbosch; Stellenbosch University. <http://hdl.handle.net/10019.1/100187>
6. Tambara CT. 2015. Unpacking teachers' pedagogical content knowledge and skills to develop learners' problem solving skills in Mathematics. Unpublished PhD thesis. Stellenbosch: Stellenbosch University. <http://hdl.handle.net/10019.1/96772>
7. Malan SB. 2008. The development of an integrated problem-based learning (PBL) approach in a post- matriculation programme at the University of Stellenbosch. Unpublished PhD thesis. Stellenbosch; Stellenbosch University. <http://hdl.handle.net/10019.1/1231>
8. Adendorff SA. 2007. Investigating feedback as element of formative assessment in the teaching of Senior Phase Mathematics. Unpublished PhD thesis. Stellenbosch: Stellenbosch University. <http://hdl.handle.net/10019.1/1327>

Masters' theses

1. Siyengo, N. 2015. The educational and psychological experiences of first generation students. Unpublished MEd thesis. Stellenbosch: Stellenbosch University. <http://hdl.handle.net/10019.1/98119>
2. Fair, AG. 2014. An evaluation of a model of teacher professional development in a science and mathematics intervention programme for teachers and learners. Unpublished MEd thesis. Stellenbosch: Stellenbosch University. <http://hdl.handle.net/10019.1/97135>
3. Lourens, E. 2014. Understanding the experiences of educationally disadvantaged students at Stellenbosch University. Unpublished MEd thesis. Stellenbosch: Stellenbosch University. <http://hdl.handle.net/10019.1/85812>
4. Jeram, R. 2013. Interpreting the effects of collegiality and collaboration on Mathematics teachers' efficacy in a school based professional development programme: A case study. Unpublished MPhil thesis. Stellenbosch: Stellenbosch University. <http://hdl.handle.net/10019.1/79813>
5. Müller A. 2013. The predictive value of Grade 12 and university access tests results for success in higher education. Unpublished MEd thesis. Stellenbosch: Stellenbosch University. <http://hdl.handle.net/10019.1/80235>