

NAVORSINGSUITSETTE / RESEARCH OUTPUTS 2014

DEPARTEMENT KURRIKULUMSTUDIE // DEPARTMENT OF CURRICULUM STUDIES

Joernaal Artikels (Geakkrediteer) // Journal Articles (Accredited)

- AMERICA C.** Integrating sustainability into Business Education teacher training. *South African Journal of Education*, 2014. 34(3): 8.
- AMERICA C.** Understanding economic management sciences teachers' conceptions of sustainable development. *Perspectives in Education* 2014. 32(3): 159-171.
- AMERICA C.** Integrating literacy practices in business education: Pedagogic intentions for teacher training. *Per Linguam: A Journal of Language Learning* 2014; 30(3): 16-25.
- BARNETT R & LEIBOWITZ B.** A will to write. *South African Journal of Higher Education*, 2014. 28(1): 10-27.
- BASSON M & LE CORDEUR MLA.** Effektiewe ondersteuning aan Xhosa-moedertaalsprekers in Afrikaansmediumklasse. *Per Linguam* 2014; 30(1): 109-126.
- BITZER EM & VANDENBERGH SJE.** 2014. Doctoral identity change towards researcher autonomy during research journeys across disciplines. *South African Journal of Higher Education*. 28(3): 1047-1068.
- BITZER EM.** 2013. (Non)-participation of part-time doctoral candidates in university research communities. *Progressio, South African Journal for Open and Distance Learning Practice*. 35(3): 1-18.
- BITZER EM.** Learning the Language of the Doctorate: Doctorateness as a threshold concept in doctoral literacy. *Per Linguam: A Journal of Language Learning* 2014; 30(3): 39-52.
- COSTANDIUS E & BITZER EM.** 2014. Moderating emotional dimensions of learning in a visual arts curriculum through critical citizenship education. *South African Journal of Higher Education*, 2014. 28(1): 72-90.
- COSTANDIUS E & BITZER EM.** 2014. Opening up spaces for social transformation: Critical citizenship education in a post-conflict South African university context. *Education, Citizenship and Social Justice*. 9(2): 128-139.
- COURTNEY-CLARKE MAE & WESSELS HM.** 2014. Number sense of final year pre-service primary school teachers. *Pythagoras*. 35(1): 20-28.
- DU PREEZ KP, HENDRIKS HJ & CARL AE.** Missional theological curricula and institutions. *Verbum et Ecclesia*, 2014, 35(1): 1-8.
- ESAU O.** Enhancing critical multicultural literacy amongst pre-service teachers (PSTs) in a Bachelor of education programme. *Per Linguam: A Journal of Language Learning* 2014; 30(3): 69-81.
- GIERDIEN F.** On the Use of Spreadsheet Algebra Programs in the Professional Development of Teachers from Selected Township High Schools. *African Journal of Research in Mathematics, Science and Technology Education*, 2014; 18(1): 87-99.

- HORN K.** 2014. 'History from the inside' South African Prisoner-of-War Experience in Work Camp 1169, Dresden, 1943-1945. *War & Society* 2014. 33(4): 269-282.
- HORN K.** Researching South African prisoners-of-war experience during World war II: Historiography, archives and oral testimony. *Journal of Contemporary History* 2014: 39(2): 82-100.
- HORN K.** Oral history in the classroom: Clarifying the context through historical understanding. *Yesterday & Today* 2014; 11, July 2014: 72-83.
- LE CORDEUR MLA.** Constantly weighing the pig will not make it grow: do teachers teach assessment tests or the curriculum? *Perspectives in Education*, 2014; 32(1): 142-157.
- LE GRANGE L.** Currere's active force and the Africanisation of the university curriculum. *South African Journal of Higher Education*, 2014. 28(4): 1283-1294.
- MALAN S, NDLOVU MC, ENGELBRECHT P.** Introducing problem-based learning (PBL) into a Foundation Programme to develop self-directed learning skills. *South African Journal of Education* 2014; 34(1): 1-16.
- NATHANSON R.** A professional development school model for the development of literacy teachers. *Per Linguam* 2014: 30(1): 127-144.
- NDLOVU M.** The effectiveness of a teacher professional learning programme: The perceptions and performance of mathematics teachers. *Pythagoras* 2014; 35(2):
- NEWMAN L & LE CORDEUR MLA.** Opvoeders se perspektiewe rakende die gebruik van die leesperiode en skoolbiblioteke in geselekteerde skole in die Namakwa-distrik. *Tydskrif vir Geesteswetenskappe* 2014: 54(4): 805-819.
- ONTONG K, LE GRANGE LLL.** The Role of Place-based Education in Developing Sustainability as a Frame of Mind. *Southern African Journal of Environmental Education* 2014; 30 : 27-38.
- REEVES C & ROBINSON M.** Assumptions underpinning the conceptualisation of professional learning in teacher education. *South African Journal of Higher Education*, 2014. 28(1): 236-253.
- ROBINSON M.** 2014. Selecting Teaching Practice schools across social contexts: conceptual and policy challenges from South Africa. *Journal of Education for Teaching*. 40(2): 114-127.
- SWANEPOEL JH.** Staging the body and space in television: *Jozi H* as a case in point. *Journal of African Media Studies* 2014. 6(3): 313-326.
- VAN DER MERWE MF & FUERTES-OLIVERA PA.** The influence of the user needs paradigm in specialised lexicography: Some reflections in connection with two South African wine dictionaries. *Iberica* 2014. 27: 77-96.
- VAN DER MERWE MF.** Die onderrig van woordeboek- en taalvaardighede aan Grondslagfaseleerders. *Per Linguam: A Journal of Language Learning* 2014; 20-36.
- VAN DER MERWE MF.** Taakgerigte taalkunde-onderrig in die hoëskool binne 'n kommunikatiewe raamwerk. *Journal for Language Teaching* 2014; 48(2): 217-231.

VAN WYK JM & FRICK BL. The post-literacy perceptions of newly literate adult learners at a rural community learning centre. *Per Linguam: A Journal of Language Learning* 2014; 1-15.

WISKER G. Nothing wasted: engaging values and the imagination. How can working with feminist speculative fictions enthuse and engage students with social justice and sustainability in an age of austerity? *Journal of Gender Studies*, 2014. 23(3): 302-316.

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MACHIKA P, TROSKIE-DE BRUIN C & ALBERTYN R. The Student's Experience of Attending Large Classes in a South African Higher Education Context. *Mediterranean Journal of Social Sciences*, 2014; 5(16): 375-380.

TRAFFORD V, LESHEM S & BITZER E. Conclusion chapters in doctoral theses: some international findings. *Higher Education Review*, 2014. Vol 46(3): 52-81.

TROSKIE-DE BRUIN C, ALBERTYN R & MACHIKA P. Changing the Departmental Learning Culture to Enable Student-Centred Learning in Large Classes. *Mediterranean Journal of Social Sciences* 2014. 5(8): 386-395.

WESSELS H. Levels of mathematical creativity in model-eliciting activities. *Journal of Mathematical Modelling and Application*, 2014. 1(9): 22-40.

ZYLSTRA MJ, KNIGHT AT, ESLER KJ, LE GRANGE LLL. Connectedness as a Core Conservation Concern: An Interdisciplinary Review of Theory and a Call for Practice. *Springer Science Reviews* 2014. 2: 119-143.

Kongresverrigtinge (vir subsidie) // Conference Proceedings (for subsidy)

ESAU O. A Deliberative Defence of an Emancipatory Action-Research Approach in the Classroom: A Personal Reflective Account. *Education Research in South Africa: Practices and Perspectives*, South Africa, *South African Education Research Association* 2014: 27-39.

Boekhoofstukke // Chapters in Books

ALBERTYN RM, ERASMUS M. An introductory perspective on the knowledge enablement landscape: Potential for higher education-third sector engagement. In *Knowledge as Enablement: Engagement between higher education and the third sector in South Africa*, Sun Press, Bloemfontein, South Africa, 2014: 21-37.

ESAU O. A Teacher's Perspective on Teaching and Learning at a Muslim Faith-Based School in Cape Town. In *International Handbook of Learning, Teaching and Leading in Faith-Based Schools*, Springer, 2014: 421-433.

FRICK, BL, ALBERTYN, RM & BITZER, EM. Candidates, supervisors and institutions: Pushing postgraduate boundaries - An overview. In *Pushing Boundaries in Postgraduate Supervision*, SunMedia, Stellenbosch, South Africa, 2014: 1-7.

FRICK, BL, ALBERTYN, RM & BITZER, EM. Conceptualising risk in doctoral education: Navigating boundary tensions. In *Pushing Boundaries in Postgraduate Supervision*, SunMedia, Stellenbosch, South Africa, 2014: 53-66.

FRICK, BL, ALBERTYN, RM & BRODIN, EM. The Doctoral Student-Supervisor Relationship as a Negotiated Learning Space. In *Learning Space Design in Higher Education*, Libri Publishing, Oxfordshire, United Kingdom, 2014: 241-262.

FRICK BL & BRODIN EM. Developing expert scholars: the role of reflection in creative learning. In *Creativity Research: An inter-disciplinary and multi-disciplinary research handbook*, Routledge, Abingdon, Oxon, United Kingdom 2014: 312-333.

VAN DER WALT C, HIBBERT L. African Languages in Higher education: Lessons from Practice and Prospects for the Future. In *Multilingual universities in South Africa*, Multilingual Matters, Bristol, United kingdom, 2014: 202-219.

DEPARTEMENT OPVOEDINGSBELEIDSTUDIE // DEPARTMENT OF EDUCATION POLICY STUDIES

Joernaal Artikels (Geakkrediteer) // Journal Articles (Accredited)

CHABILALL J. African Traditions that Enhance Philosophical Ideologies: A Review of Yusef Waghid's African Philosophy of Education Reconsidered: On Being Human. *South African Journal of Higher Education* 2014. 28(1): 303-312.

DAVIDS N & WAGHID Y. Beyond the indigenous/non-indigenous knowledge divide: The case of Muslim education and its attenuation to cosmopolitanism. *South African Journal of Higher Education* 2014; 28(5): 1485-1496.

DAVIDS N. Gratitude as an enactment of democratic citizenship education. *South African Journal of Higher Education* 2014; 28(5): 1513-1524.

DAVIDS N. Muslim schools in post-apartheid South Africa: Living with an apartheid past? *Education as Change* 2014; 18(2): 227-236.

DAVIDS N. Muslim Women and the Politics of Religious Identity in a (Post) Secular Society. *Studies in Philosophy of Education* 2014; 33(3): 303-313.

DAVIDS N. The silence of counsellors and the attentive voice of listening. *South African Journal of Higher Education* 2014, 28(1): 292-302.

FELDMAN J & FATAAR A. Conceptualising the setting up of a professional learning community for teachers' pedagogical learning. *South African Journal of Higher Education* 2014; 28(5): 1525-1539.

JACOBS AHM. Critical hermeneutics and higher education: a perspective on texts, meaning and institutional culture. *South African Journal of Philosophy*, 2014; 33(3): 297-310.

- JACOBS AHM.** The construction of 'language' as a constitutive meaning of institutional culture. *South African Journal of Higher Education*, 2014. 28(2): 466-483.
- MCDONALD Z.** The Potential for Expressing Post-secular Citizenship Through the Deobandi Doctrine. *Studies in Philosophy and Education*, 2014. 33(3): 283-302.
- MCDONALD Z.** Interrupting school violence with deliberative encounters. *South African Review of Sociology*, 2014. 45(3): 20-33.
- MOHAMED N.** Islamic Education, Eco-ethics and Community. *Studies in Philosophy and Education*, 2014. 33(3): 315-328.
- SCOTT D, COOPER A & SWARTZ S.** 'Cascading participation' and the role of teachers in a collaborative HIV and Aids curriculum development project. *South African Journal of Education* 2014; 34(2): Art 798, 15 pages.
- SHANYANANA RN & WAGHID Y.** Towards a re-imagined notion of university education: In defence of a reconstituted ethics of care. *South African Journal of Higher Education* 2014; 28(4): 1376-1397.
- SMEYERS P, WAGHID Y, DE RUYTER D & STRAND.** Publish yet perish: On the pitfalls of philosophy of education in an age of impact factors. *Studies in Philosophy and Education* 2014; 33: 647-666.
- SPIES J & FATAAR A.** Die verhewe simboliese kapitaal van skoolhoofde op 'n plattelandse dorp. *Litnet Akademies* 2014; 11(3): 459-487.
- WAGHID Y & DAVIDS N.** Islamic Education, Possibilities, Opportunities and Tensions: Introduction to the Special Issue. *Studies in Philosophy and Education*, 2014; 33(3): 227-231.
- WAGHID Y & DAVIDS N.** On the (Im)possibility of Democratic Citizenship Education in the Arab and Muslim World. *Studies in Philosophy and Education*, 2014; 33(3): 343-351.
- WAGHID Y & SMEYERS P.** Re-envisioning the future: Democratic citizenship education and Islamic education. *Journal of Philosophy of Education* 2014. 47(4): 539-558.
- WAGHID Y.** African Philosophy of Education as a Response to Human Rights Violations: Cultivating Ubuntu as a Virtue in Religious Education. *Journal of Study of Religion*, 2014. 27(1): 267-282.
- WAGHID Y.** Islamic Education and Cosmopolitanism: A Philosophical Interlude. *Studies in Philosophy and Education*, 2014; 33(3): 329-342.
- WAGHID Y.** Philosophical Remarks on Nelson Mandela's Education Legacy. *Educational Philosophy and Theory* 2014; 46(1): 4-7.
- WAGHID Y.** Taming peer review: On rigour, authenticity and becoming. *South African Journal of Higher Education* 2014. 28(4): 1133-1139.
- WAGHID Z.** (Higher) Education for Social Justice through Sustainable Development, Economic Development and Equity. *South African Journal for Higher Education*, 2014: 28(4): 1448-1463.

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- WAGHID Y, DAVIDS N.** Muslim Education and its (In)commensurability with Multiculturalism: some thoughts on the imaginative *madrassah*. *Policy Futures in Education* 2014; 12(1): 124-130.

WAGHID Y. Islam, democracy and education for non-violence. *International Network of Philosophers of Education (INPE) Special Issue: Ethics and Education* 2014; 9(1): 69-78.

WAGHID Y. Learning as an educational encounter: staying in touch *Learning for Democracy: An International Journal of Thought and Practice* 2014. 5(2): 2-14.

Boeke // Books

WAGHID Y. *African Philosophy of Education Reconsidered: On Being Human*. Routledge, New York, USA 2014: 143 pp.

WAGHID Y. *Pedagogy Out of Bounds: Untamed Variations of Democratic Education*. Sense Publishers, Rotterdam, The Netherlands 2014: 103 pages.

Boekhoofstukke // Chapters in Books

DAVIDS N & WAGHID Y. Indigenous Knowledge, Muslim Education and Cosmopolitanism: In Pursuit of Knowledge without Borders. In *Indigenous Concepts of Education: Toward Elevating Humanity for All Learners*, Palgrave MacMillan, New York, USA, 2014: 101-112.

DAVIDS N & WAGHID Y. The Arab Spring: An opportunity to remould the scepticism. In *The University during Times of Strife*, Routledge, London, United Kingdom, 2014: 26-29.

DAVIDS N. Muslim Women and Cosmopolitanism: Reconciling the Fragments of Identity, Participation and Belonging. In *International Handbook for Learning, Teaching and Leadership in Faith-Based Schools*, Springer, Dordrecht, Netherlands, 2014: 435-452.

DAVIDS N. Women, Identity and Religious Education: A Path to Autonomy, or Dependence? In *International Handbook for Learning, Teaching and Leading in Faith-Based Schools*, Springer, Dordrecht, Netherlands, 2014: 453-469.

MOHAMED N. Capturing Green Curriculum Spaces in the *Maktab*: Implications for Environmental Teaching and Learning. In *International Handbook for Learning, Teaching and Leading in Faith Based Schools*. Springer, Dordrecht, Netherlands, 2014: 335-351.

VAN WYK B. The Khoisan Indigenous Educational System and the Construction of Modern Khoisan Identities. In *Indigenous Concepts of Education: Toward Elevating Humanity for All Learners*, Palgrave MacMillan, New York, USA, 2014: 17-30.

WAGHID Y, DAVIDS N. An introduction to an examination of the university in turbulent political times: On cultivating a community of responsibility. In *The University during Times of Strife*, Routledge, London, United Kingdom, 2014: 6-9.

WAGHID Y, DAVIDS N. On Hostipitality, Responsibility and *Ubuntu*: Some Philosophical Remarks on Teaching and Learning in South Africa. In *Citizenship Education around the World: Local Contexts and Global Possibilities*, Routledge, New York, USA, 2014: 165-179.

WAGHID Y. Faith-Based Education and the Notion of Autonomy, Common Humanity and Authenticity: In Defense of a Pedagogy of Disruption. In *International Handbook of Learning, Teaching and Leading in Faith-Based Schools*, Springer, Dordrecht, Netherlands, 2014: 279-291.

DEPARTEMENT OPVOEDKUNDIGE SELKUNDE // DEPARTMENT OF EDUCATIONAL PSYCHOLOGY

Joernaal Artikels (Geakkrediteer) // Journal Articles (Accredited)

BARNARD, M, VAN DEVENTER KJ, OSWALD MM. The role of active teaching programmes in academic skills enhancement of Grade 2 learners in the Stellenbosch region. *South African Journal for Research in Sport, Physical Education and Recreation* 2014, 36(2): 1-14.

DREYER L. Exploring collaboration between mainstream and learning support teachers. *Education as Change* 2014; 18(1): 179-190.

LE ROUX M, SWARTZ L, SWART E. The Effect of an Animal-Assisted Reading Program on the Reading Rate, Accuracy and Comprehension of Grade 3 Students: A Randomized Controlled Study. *Child and Youth Care Forum* 2014; 43: 655-673.

LEWIS A. Developing Sport Psychology in a girls' sport academy curriculum. *South African Journal of Education* 2014; 34(2): Art. # 786, 16 pages

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OSWALD M. Positioning the individual teacher in school-based learning for inclusion. *Teaching and Teacher Education* 2014; 37: 1-10.

SMITH-CHANDLER N, SWART E. In Their Own Voices: Methodological Considerations in Narrative Disability Research. *Qualitative Health Research* 2014;.24(3): 420-430.

Boekhoofstukke // Chapters in Books

BOZALEK V, CAROLISSEN RL, LEIBOWITZ BL. A pedagogy of critical hope in South African higher education. In *Discerning Critical Hope in Educational Practices*, Routledge, New York, USA, 2014: 40-54.

DEPARTEMENT SPORTWETENSKAP // DEPARTMENT OF SPORT SCIENCE

Joernaal Artikels (Geakkrediteer) // Journal Articles (Accredited)

BARNARD, M, VAN DEVENTER KJ, OSWALD MM. The role of active teaching programmes in academic skills enhancement of Grade 2 learners in the Stellenbosch region. *South African Journal for Research in Sport, Physical Education and Recreation* 2014, 36(2): 1-14.

BOER P-H, MEEUS M, TERBLANCHE E, ROMBAUT L, DE WANDELE I, HERMANS L, GYSEL T, RUIGE J, CALDERS P. The influence of sprint interval training on body composition, physical and metabolic fitness in adolescents and young adults with intellectual disability: a randomized controlled trial. *Clinical Rehabilitation* 2014; 28(3): 221-231.

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CLEOPHAS FJ. Opening a Window on Early Twentieth-Century School Sport in Cape Town Society. *The International Journal of the History of Sport* 2014; 31(15): 1868-1881.

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DE VILLIERS JE, VENTER RE. Barefoot Training Improved Ankle Stability and Agility in Netball Players. *International Journal of Sports Science & Coaching* 2014; 9(3): 485-495.

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VAHED Y, KRAAK W, VENTER R. The effect of the law changes on time variables of the South African Currie Cup Tournament during 2007 and 2013. *International Journal of Performance Analysis in Sport* 2014; 14: 866-883.

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VENTER RE. Perceptions of team athletes on the importance of recovery modalities. *European Journal of Sport Science* 2014; 14(S1): S69-S76.