

RESEARCH OUTPUTS 2014

CURRICULUM STUDIES

Articles

AMERICA C. Integrating sustainability into Business Education teacher training. *South African Journal of Education*, 2014. 34(3): Art. # 964, 8 pages.

AMERICA C. 2014. Understanding economic and management sciences teachers' conceptions of sustainable development. *Perspectives in Education*. 32(3): 159-171.

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. (Non)-participation of part-time doctoral candidates in university research communities. *Progressio, South African Journal for Open and Distance Learning Practice* 2013. 35(3): 1-18.

BITZER EM & VANDENBERGH SJE. Doctoral identity change towards researcher autonomy during research journeys across disciplines. *South African Journal of Higher Education* 2014. 28(3): 1047-1068.

COSTANDIUS E & BITZER EM. 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. Number sense of final year pre-service primary school teachers. *Pythagoras* 2014. 35(1): 20-28.

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): 1-13.

HORN K. '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. *Joernaal vir Eietydse Geskiedenis/Journal of Contemporary History*. 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.

KRUGER D, HENDRIKS JH & CARL AE. Missional theological curricula and institutions. *Verbum et Ecclesia*, 2014, 35(1); 1-8.

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.

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.

MALAN S, ENGELBRECHT P & NDLOVU M. 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): Art # 237.

NEWMAN L & LE CORDEUR MLA. Opvoeders se perspektiewe rakende die gebruik van die leesperiode en skoolbiblioteke in geselekteerde skole in die Noord-Kaap. *Tydskrif vir Geesteswetenskappe* 2014: 54(4): 805-819.

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. Selecting Teaching Practice schools across social contexts: conceptual and policy challenges from South Africa. *Journal of Education for Teaching* 2014. 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 (JAMS)*, 2014. 6(3): 313-326.

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

VAN DER MERWE MF. Die onderrig van woordeboek- en taalvaardighede aan Grondslagfase-leerders. *Per Linguam*. 2014. 30(2): 20-36.

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.

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.

Books and book chapters

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 & BRODIN EM. Developing expert scholars: the role of reflection in creative learning. In *Creativity Research: An inter-disciplinary and multi-disciplinary research handbook*, Routledge, 2014: 312-333. (**Boek en brief in kas**)

FRICK, BL, ALBERTYN, RM & BRODIN, EM. A conceptualisation of the doctoral student-supervisor relationship as a negotiated learning space. In C Nygaard, J Branch, L Scott-Webber & P Bartholomew (Eds.). *Learning spaces in higher education*. Oxfordshire: Libri Publishing, 2014:

FRICK, BL, ALBERTYN, RM & BITZER, EM. Candidates, supervisors and institutions: Pushing postgraduate boundaries. An overview. In EM Bitzer, RM Albertyn, **BL Frick**, BL, B Grant & F Kelly (Eds.) *Candidates, supervisors and institutions: Pushing postgraduate boundaries*. Stellenbosch: SunMedia, 2014:

FRICK, BL, ALBERTYN, RM & BITZER, EM. Conceptualising risk in doctoral education: navigating boundary tensions. In EM Bitzer, RM Albertyn, **BL Frick**, B Grant & F Kelly (Eds.) *Candidates, supervisors and institutions: Pushing postgraduate boundaries*. Stellenbosch: SunMedia, 2014:

Journal articles (non-accredited)

GIERDIEN F. Why does the 'tip-and-times' rule work? *Learning and Teaching Mathematics*, 2014; 16: 32-36.

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

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

Conference proceedings

BITZER E & FOURIE-MALHERBE M. 2014. From compliance to self-knowledge to international rankings: a new role for institutional research? *21st SAAIR Forum*, Pretoria, 16-18 September 2014.

FOURIE-MALHERBE M. 2014. Accountability and autonomy in higher education in a transforming democracy: the case of South Africa. *7th World Universities Forum*, Lisbon, 9-10 January 2014.

LOURENS E, FOURIE-MALHERBE M & NDLOVU M. 2014. Understanding the experiences of educationally disadvantaged students in Higher Education, *EAIR 36th Annual Forum 2014*, p. 1-13, University of Duisburg-Essen, Essen, Germany, 27 – 30 August 2014. Available from: <http://eairaww.websites.xs4all.nl/forum/essen/PDF/1383.pdf>

NDLOVU M. 2014. Definitional conflicts between Euclidean geometry and Dynamic Geometry Environments: Varignon Theorem as an example. In L Gómez Chova, A López Martínez & I Candel Torres, *INTED2014 Proceedings: 8th International Technology, Education and Development Conference*, (pp. 6158 – 6166), 10-12 March. Valencia, Spain: International Association for Technology, Education and Development (IATED). ISBN: 978-84-616-8412-0, ISSN 2340-1079. Indexed in the Institute for Scientific Information (ISI) Conference Proceedings Citation Index. Available from: <http://library.iated.org/view/NDLOVU2014DEF> .

NDLOVU M. 2014. Pre-service teachers' understanding of geometrical definitions and class inclusion: An analysis using the van Hiele model. In L Gómez Chova, A López Martínez & I Candel Torres, *INTED2014 Proceedings: 8th International Technology, Education and Development Conference*, (pp. 6642 – 6652), 10-12 March. Valencia, Spain: International Association for Technology, Education and Development (IATED). ISBN: 978-84-616-8412-0, ISSN: 2340-1079. Indexed in the ISI Conference Proceedings Citation Index. Available from: <http://library.iated.org/view/NDLOVU2014PRE> .

NDLOVU M. 2014 (in press). Modelling the derivative in Sketchpad: an instrumental and TPACK approach. In AY Oral & ZB Bahsi, *Proceedings of the International Congress & Exhibition on Current Trends on Science & Technology Education*. pp. Fethiye-Muğla-Turkey, 24-27 April 2014.

NDLOVU M & MOSTERT I. 2014. The potential of MOODLE in a blended learning management system: a case study of an in-service programme for secondary mathematics teachers. In L Gómez Chova, A López Martínez & I Candel Torres, *Proceedings of EDULEARN14 Conference: 6th International Conference on Education and New Learning Technologies*, pp. 3715-3724, 7-9 July 2014. Barcelona, Spain: International Association for Technology, Education and Development (IATED). ISBN: 978-84-617-0557-3. Available from: <http://library.iated.org/view/NDLOVU2014POT>

NDLOVU M & HANEKOM P. 2014. Overcoming the limited interactivity of telematic sessions: a case study of an in-service programme for secondary mathematics and science teachers. In L Gómez Chova, A López Martínez & I Candel Torres, *Proceedings of EDULEARN14 Conference: 6th International Conference on Education and New Learning Technologies*, pp. 3725-3735, 7-9 July 2014. Barcelona, Spain: International Association for Technology, Education and Development (IATED). ISBN: 978-84-617-0557-3. Available from: <http://library.iated.org/view/NDLOVU2014OVE>

Master's degrees completed

BESTER M. *Academics' conceptions and orientations of graduate attributes in Applied Design Programmes at a University of Technology*. MPhil, 2014. 256pp. Supervisor: Prof EM Bitzer. (*cum laude*)

KNOTT A. *The process of mathematisation in mathematical modelling of number patterns in secondary school mathematics*. MEd, 2014. 215 pp. Supervisor: Prof DCJ Wessels. (*cum laude*)

MATTHEWS MM. *Xhosa-speaking learners' reading comprehension in English First Additional Language: A reading intervention*. MEd, 2014. 140pp. Supervisor: Prof C van der Walt. (*cum laude*)

METTLER EM. *Science teachers' experience of the transition process from General Education and Training to Further Education and Training: A multiple case study.* MEd, 2014. 114pp. Supervisor: Dr ML Botha.

NEWMAN LR. *Opvoeders se perspektiewe rakende die gebruik van die leesperiode en skoolbiblioteke in geselekteerde skole in die Noord-Kaap.* MEd, 2014. 101pp. Supervisor: Dr MLA Le Cordeur.

PIENAAR E. *Learning about and understanding fractions and their role in the high school curriculum.* MEd, 2014. 60pp. Supervisor: Dr MF Gierdien.

SHEYA E. *Indigenous knowledge and Environmental Education: A case study of selected schools in Namibia.* MEd, 2014. 176 pp. Supervisor: Le Grange L. (*cum laude*)

TRUMAN K. *Perceptions of small business managers on the effects of voucher-training programmes offered by the Wholesale and Retail Sector Education and Training Authority.* MPhil, 2014. 53pp. Supervisor: Dr BL Frick.

VAN ZYL AE. *Exploring the potential theory-practice gap in the teaching methods of nurse educators.* MPhil, 2014. 165pp. Supervisor: Prof EM Bitzer.

Doctoral degrees completed

CHIRIMBANA M. *The effect of a PBL approach on the teaching and learning of composition and inverses of functions in a Foundation Programme.* PhD, 2014. 299 pp. Supervisor: Dr MC Ndlovu. Co-supervisor: Dr SB Malan.

MAPIRA J. *Zimbabwe's Environmental Education programme and its implications for sustainable development.* PhD, 2014. 321 pp. Supervisor: prof L le Grange.

SCOTT-WILSON R. *An analysis of learning characteristics, processes, and representations in mathematical modelling of middle school learners with special needs.* PhD, 2014. 444 pp. Supervisor: Prof DCJ Wessels. Co-supervisors: Dr HM Wessels en Prof E Swart.

THORNHILL AC. *First Additional Language Teaching in selected Grade 4 – 6 classes in Western Cape urban schools: The case of Afrikaans.* PhD, 2014. 433 pp. Supervisor: Dr MLA le Cordeur.
