

# EDUCATION FACULTY RESEARCH PUBLICATIONS

## CURRICULUM STUDIES



### Journal articles

**ALBERTYN R & BENNETT K.** Containing and harnessing uncertainty during postgraduate research supervision. *Higher Education Research & Development* 2021; **40**(4): 661-675.

**ALBIEN AJ & MASHATOLA NJ.** A systematic review and conceptual model of international student mobility decision-making. *Social Inclusion* 2021; **9**(1): 288-298.

**AMERICA C & SKELLY L.** Exploring the scope of and gaps in the teaching and learning of Business Studies at school and teacher education levels. *The Journal for Transdisciplinary Research in Southern Africa* 2021; **17**(1): a1040, 8 pages.

**BECKER A.** Decolonial human rights education: Changing the terms and content of conversations on human rights. *Human Rights Education Review* 2021; **4**(2): 49-68.

**BECKER A.** Human Dignity Through Action: Transformative Human Rights Education and Social Work. *Journal of Human Rights and Social Work* 2021; **6**(3): 173-182.

**BLIGNAUT S, PHEIFFER G, LE GRANGE L, MAISTRY S, RAMRATHAN L, SIMMONDS S & VISSER A.** Engendering a Sense of Belonging to Support Student Well-Being during COVID-19: A Focus on Sustainable Development Goals 3 and 4. *Sustainability* 2021; **13**(23): 12944, 14 pages.

**BRODIN EM & AVERY H.** Cross-disciplinary collaboration and scholarly independence in multidisciplinary learning environments at doctoral level and beyond. *Minerva: A Review of Science, Learning, and Policy* 2020; **58**: 409-433.

**BRODIN EM, BERGQVIST RYDÉN J, LJUNGQVIST M & SONESSON A.** Historical images of teachers and their underlying ideologies in Swedish academia: Multimodal discourses from 1950 and 1980. *Linguistics and Education* 2021; **63**:1-16.

**DAHER W, GIERDIEN F & ANABOUSY A.** Self-efficacy in creativity and curiosity as predicting creative emotions. *JRAMathEdu (Journal of Research and Advances in Mathematics Education)* 2021; **6**(2), 86-99.

**DE VILLIERS MD.** An extension of an IMO-2014 Geometry Problem. *Learning & Teaching Mathematics* 2021; **31**: 32-35.

**DE VILLIERS MD.** An interesting theorem related to a hexagon with opposite sides that are parallel. *International Journal of Mathematical Education in Science and Technology* 2021; **52**(1): 155-163.

**DE VILLIERS MD.** Another Bicentric Quadrilateral Construction. *Learning & Teaching Mathematics* 2021; **31**: 40-41.

- DE VILLIERS MD.** Some more properties of the bisect-diagonal quadrilateral. *Mathematical Gazette* 2021; **105**(564): 474-480.
- ESAU O.** Towards the decolonisation of religion education in a pre-service education classroom. *British Journal of Religious Education* 2021; **43**(1): 58-67.
- ESAU O.** (Book Review). Mogamad I. Davids. There's a Hero Before #123 Stories of Imam Abdullah Haron. The Annual Review of Islam in Africa 2020; **17**: 95-96.
- HAUTEMO A & VAN DER MERWE M.** Scaffolding of Wikipedia translation for technology-enhanced language learning. *Journal for Language Teaching* 2021; **55**(1): 11-35.
- HOPWOOD N.** From response and adaptation to learning, agency and contribution: making the theory of practice architectures dangerous. *Journal of Praxis in Higher Education* 2021; **3**(1): 78-94.
- HOPWOOD N, DADICH A, ELLIOT C, MORABY K.** How is Brilliance Enacted in Professional Practices? Insights from the Theory of Practice Architectures. *Professions & Professionalism* 2021; **11**(2): e4022.
- HOPWOOD N, ELLIOT C, POINTON K.** Changing the World for Children with Complex Feeding Difficulties: Cultural-Historical Analyses of Transformative Agency. *Cultural-Historical Psychology* 2021; **17**(2): 155-166.
- HOPWOOD N, MORABY K, DADICH A, GOWANS J, POINTON K, IERARDO A, REILLY C, SYRMIS M, FREDERIKSEN N, DISHER-QUILL K, SCHEURING N, HEVES R, ELLIOT C.** Paediatric tube-feeding: An agenda for care improvement and research. *Journal of Paediatrics and Child Health* 2021; **57**: 182-187.
- HUMENBERGER H & DE VILLIERS MD.** Ghosts of a Problem Past. *At Right Angles (Azim Premji University)* 2021; **9**: 105-111.
- KARSTEN N, PEDRO M, VAN DER MERWE M.** Gefokusde take in die Afrikaans Huistaal-klaskamer vir die kommunikatiewe onderrig van Afrikaansgrammatika: 'n eerste verkenning. *LitNet Akademies* 2021; **18**(3):500-537.
- LE GRANGE L.** (Individual) Responsibility in decolonising the university curriculum. *South African Journal of Higher Education* 2021; **35**(1): 4-20.
- LE GRANGE L.** Covid-19 pandemic and the prospects of education in South Africa. *Prospects* 2021; **51**: 425-436.
- LE GRANGE L.** Violence, coloniality and a vision of nonviolence for education. *Access: Contemporary issues in education* 2021; **41**(1): 52-54.
- LESHEM S & BITZER E.** 'Signposting' research stories in doctoral theses: Writing that keeps the reader in mind. *Per Linguam* 2021; **37**(1): 109-123.
- LESHEM S & BITZER E.** The invisible support networks of doctoral candidates: What acknowledgement sections of doctoral theses reveal. *South African Journal of Higher Education* 2021; **35**(3): 1-12.
- LESHEM S, CARMEL R, BADASH M, TOPAZ B.** Learning Transformation Perceptions of Preservice Second Career Teachers. *Australian Journal of Teacher Education* 2021; **46**(5): 75-90.
- MAISTRY S, BLIGNAUT S, DU PREEZ P, LE GRANGE L, RAMRATHAN L, SIMMONDS S.** Towards a counter-narrative: Why dissent/agonism might have appeal in a neoliberal higher education space. *Alternation*, **28**(2): 211-237.

**MANANA T & RULE P.** From deficit to apposite: A critique of NEET constructions of out-of-school youth in Eswatini (formerly Swaziland). *International Review of Education* 2021; **67**(4): 485-505.

**MANIK S & TARISAYI KS.** "What happened to I'm my sister's keeper?" A case of abuse at a university in South Africa. *Cogent Social Sciences* 2021, **7**(1): art. 2001142, 14 pages.

**MUNYARADZI C, HLALELE DJ & TARISAYI KS.** Exploring safety in disaster-induced displacements relocation site schools in Tokwe-Mukosi, Zimbabwe. *JAMBA: Journal of Disaster Risk Studies* 2021; **13**(1): art. 842, 9 pages.

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**OWUSU-AGYEMAN Y & FOURIE-MALHERBE M.** Enhancing technical and vocational knowledge and skills of adult learners in Ghanaian universities. *Journal of Vocational, Adult and Continuing Education and Training* 2021; **4**(1): 106-129.

**PELLEGRINETTI D & DE VILLIERS M.** Forgotten properties of the Van Aubel and Bride's chair configurations. *International Journal of Geometry* 2021; **10**(3): 5-10.

**PHILANDER CJ & BOTHA ML.** Natural sciences teachers' continuous professional development through a Community of Practice. *South African Journal of Education* 2021; **41**(4): a1918, 11 pages.

**REDDY C.** Environmental education, social justice and teacher education: Enabling meaningful environmental learning in local contexts. *South African Journal of Higher Education* 2021; **35**(1): 161-177.

**ROBINSON M.** (Book review). Being a teacher educator: Research-Informed Methods for Improving Practice. *European Journal of Teacher Education* 2021; **44**(1): 128-130.

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**SELMER S, LAMPEN E & LINDSTROM D.** Pre-service teachers engaged in noticing aspects of learner written work. *South African Journal of Education* 2021; **41**(2): Art. #1891, 9 pages.

**STRYDOM SC, WESSELS H & ANLEY C.** Moving beyond the tools: pre-service teacher views on what they value in a digital literacy short course. *South African Journal of Childhood Education* 2021; **11**(1): a929, 11 pages.

**TARISAYI KS.** Afrophobic attacks in virtual spaces: The case of three hashtags in South Africa. *Migration and Ethnic Themes* 2021; **37**(1): 29-46.

**TARISAYI KS & MUNYARADZI E.** A simple solution adopted during the Covid-19 pandemic: Using WhatsApp at a university in Zimbabwe. *Issues in Educational Research* 2021; **31**(2): 644-659.

**TAYLOR R & VAN DER MERWE M.** Vermengde leer in die Afrikaans Huistaal-klaskamer: onderrigbenaderings en leertegnologie in harmonie. *Litnet Akademies* 2021; **18**(3): 402-464.

**TSHUMA N.** Harnessing technology for cultural transformation: A case study from South Africa. *On\_Education: Journal for Research and Debate*, **4**(12).

**TSHUMA N.** The vulnerable insider: navigating power, positionality and being in educational technology research. *Learning, Media and Technology* 2021; **46**(2): 218-229.

**VAN ZYL B & FOURIE-MALHERBE M.** Promoting student engagement among commuter students: a South African case study. *Student Engagement in Higher Education Journal*, 2021; **3**(2): 119-140.

**WISKER G, MCGINN MK, BENGTSEN SSE, LOKHTINA I, HE F, CORNER S, LESHEM S, INOUE K, LÖFSTRÖM E.** Remote doctoral supervision experiences: Challenges and affordances. *Innovations in Education and Teaching International* 2021; **58**(6): 612-623.

**XEKETWANA S.** Ukwakhiwa kwemibhalo kusetyenziswa izakhi zolwimi: ulwazi lolwimi kootitshala nakubafundi abaqeqeshelwa ubutitshala. *Per Linguam* 2021; **37**(2): 1-12.

## Books

**LE CORDEUR MLA.** Davy Samaai: The Peoples Champion. / *Davy Samaai: Kampioen van die Struggle*. Naledi, Gansbaai, Cape Town, South Africa, 2021: 209 pages.

## Book chapters

**BECKER A & BECKER I.** Conceptualising (De)colonial Identity in South Africa. In: R. Wills, M. de Souza, J.M. McMahon, C. Roux, B. Mukhlis, A. Bakar. (eds.) *The Bloomsbury Handbook of Culture and Identity from Early Childhood to Early Adulthood: Perceptions and Implications*. Bloomsbury, United Kingdom, 2021: 37-48.

**BRODIN E, SONESSON A & AHLBERG A.** Sweden. In: Taylor S, Kiley M & Holley K (eds.) *The Making of Doctoral Supervisors: International Case Studies of Practice*. Routledge, Abingdon, Oxon 2021: 164-174.

**DUNN-COETZEE M & FOURIE-MALHERBE M.** Promoting social change amongst students in higher education: A reflection on the Listen, Live and Learn senior student housing initiative at Stellenbosch University. In: Fourie-Malherbe M (ed.) *Creating Conditions for Student Success: Social justice perspectives from a South African university*. African Sun Media, Stellenbosch, South Africa 2021: 169-182.

**FRICK BL.** Doctoral Creativity as an Epistemological Force in Saving and/or Destroying the World. In: Barnacle R & Cuthbert D (eds.) *The PhD at the End of the World: Provocations for the doctorate and a future contested*. Springer Nature, Cham, Switzerland 2021: 143-154.

**FRICK BL & MOUTON J.** Doctoral education as a field of global scholarship: An analysis of Anglophone published research (2005-2018). In: Rule P, Bitzer E & Frick BL (eds): *The global scholar: Implications for postgraduate studies and supervision*. African Sun Media, Stellenbosch 2021: 43-62.

**GIERDIEN F.** Indexing visual redress at Stellenbosch University: Ways of viewing and reading while walking through the Arts and Social Sciences Building. In: Fataar A & Costandius E (eds.) *Evoking Transformation: Visual Redress at Stellenbosch University*, African Sun Media, Stellenbosch, 2021: 293-306.

**GRIESEL G & FOURIE-MALHERBE M.** A framework for enhancing the design skill sets of Landscape Architecture students. In: Smith, Charlie (ed). *Progressive Studio Pedagogy. Examples from Architecture and Allied Design Fields*. Routledge, London, United Kingdom, 2021: 7-36.

**HEARNE L & WESSELS DCJ.** Learners Developing Understanding of Fractions via Modelling. In: Frederick Leung, Gloria Stillman, Gabriele Kaiser, Ka Lok Wong (eds.) *Mathematical Modelling Education in East and West: International Perspectives on the Teaching and Learning of Mathematical Modelling*. Springer Nature, Cham, Switzerland, 2021: 165-176.

**KACERJA S, JULIE C, GIERDIEN F, HERHEIM R, LILLAND IE & SMITH C.** South African and Norwegian Prospective Teachers' Critical Discussions about Mathematical Models used in Society. In: In: Frederick Leung, Gloria Stillman, Gabriele Kaiser, Ka Lok Wong (eds.) *Mathematical Modelling Education in East and West: International Perspectives on the Teaching and Learning of Mathematical Modelling*. Springer Nature, Cham, Switzerland, 2021: 501-511.

**LE GRANGE L.** Decolonising the university curriculum: The what, why and how. In: Lee JC-K and Gough N (eds.) *Transnational education and curriculum studies: International perspectives*. Routledge, New York, United Nations, 2021: 216-233.

**LÖFSTRÖM E & PYHÄLTÖ K.** How research on ethics in doctoral supervision can inform doctoral education policy. In: Ann Lee, Rob Bongaardt (eds.) *The Future of Doctoral Research: Challenges and Opportunities*. Routledge, 2021: 295-306.

**MADIBA M.** Beyond Multilingualism in Ancient Contexts. In: Jonker LC, Berlejung A & Cornelius I (eds.) *Multilingualism in Ancient Contexts: Perspectives from Ancient Near Eastern and Early Christian Contexts*. African Sun Media, Stellenbosch, South Africa, 2021: 314-332.

**ROBINSON M & ROUSSEAU N.** Disparate understandings of the nature, purpose, and practices of reflection in teacher education. In: Gravett S & Henning E (eds.) *Glimpses into Primary School Teacher Education in South Africa*, Routledge, 2021: 1-15.

**ROUX C & BECKER A.** The Influence of Race and Religion on Identity Construction in Post-Apartheid South Africa. In: R. Wills, M. de Souza, J.M. McMahon, C. Roux, B. Mukhlis, A. Bakar. (eds.) *The Bloomsbury Handbook of Culture and Identity from Early Childhood to Early Adulthood: Perceptions and Implications*. Bloomsbury, United Kingdom, 2021: 211-228.

**ROUX C & BECKER A.** Unconditional hospitality in place space time: A responsibility for religion and values education in South Africa. In: Francis LJ, Lankshear DW, Parker SG (eds.) *New Directions in Religious and Values Education. International Perspectives*. Peter Lang, Oxford, United Kingdom.199-218.

**RULE P, BITZER E & FRICK BL.** The global scholar: Three conceptual lenses – horizon, currency, trajectory. In: Rule P, Bitzer E & Frick BL (eds). *The global scholar: Implications for postgraduate studies and supervision*. Stellenbosch: African Sun Media, 2021: 1-16.

**RULE P.** Reflections on Covid-19 and the global scholar. In: Rule P, Bitzer E & Frick BL (eds). *The global scholar: Implications for postgraduate studies and supervision*. Stellenbosch: African Sun Media, 2021: 253-266.

**SCHREIBER-BARSCH S & RULE P.** Shifting lenses to a participatory ethos in research: Adult learners with disabilities in Germany and South Africa. In: Köpfer A, Powell JW & Zahnd R (eds.) *Handbuch Inklusion International: Globale, nationale und lokale Perspektiven auf Inklusive Bildung*. International Handbook of Inclusive Education: Global, National and Local Perspectives. Barbara Budrich, Opladen, Germany, 2021: 547-572.

**STRYDOM S.** Academics' use of educational technology in the curriculum: Uncovering the matter of choice. In: Fourie-Malherbe M (ed.) *Creating Conditions for Student Success: Social justice perspectives from a South African university*. African Sun Media, Stellenbosch, South Africa 2021: 121-139.

**WISKER G, ROBINSON G & LESHEM S.** Working together beyond the PhD. In: Rule P, Bitzer E & Frick BL (eds): *The global scholar: Implications for postgraduate studies and supervision*. African Sun Media, Stellenbosch, 2021: 231-252.

## Edited Books

**FOURIE-MALHERBE M** (ed.) *Creating Conditions for Student Success: Social justice perspectives from a South African university*. African Sun Media, Stellenbosch, South Africa, 2021.

**RULE P, BITZER EM & FRICK BL** (eds.) *The global scholar: Implications for postgraduate studies and supervision*. African Sun Media, Stellenbosch, South Africa, 2021.

**WILLS R, DE SOUZA M, MCMAHON JM, ROUX C, MUKHLIS B, BAKAR A.** (eds.) *The Bloomsbury Handbook of Culture and Identity from Early Childhood to Early Adulthood: Perceptions and Implications*. Bloomsbury, London, United Kingdom, 2021.

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## EDUCATION POLICY STUDIES



## Journal articles

**ABDELLA AS & FATAAR A.** Teaching Styles of Educators in Higher Education in Eritrea: Teacher-centred or Student-centred. *Journal of Higher Education in Africa* 2021; **19**(1): 45-61.

**BOULLE A, DAVIES M-A, HUSSEY H, VUNDLE Z, MAHOMED H, PALEKER M, CLAASEN GF, ABRAHAMS R, ALLWOOD BW, BOTHA CJ, BOTHA MHH, BROADHURST AGB, CLAASSEN DJJ, DANIELS CW, DAWOOD RA, DU PREEZ MI, DU TOIT N, KOEGELENBERG CFN, GABRIEL MS, JARDINE T, JOHANNES CL, KAR.** Risk Factors for Coronavirus Disease 2019 (COVID-19). Death in a Population Cohort Study from the Western Cape Province, South Africa. *Clinical Infectious Diseases* 2021; **73**(7):e2005-e2015.

**DAVIDS N.** Academic freedom and the fallacy of a post-truth era. *Educational Philosophy and Theory*, 2021; **53**(11): 1183-1193.

**DAVIDS N.** Covid-19: Undoing our 'normal' to find our humanity. *South African Journal of Higher Education* 2021; **35**(1): 178-191.

**DAVIDS N.** Democratizing South African universities: From activism to advocacy. *Policy Futures in Education* 2021; **19**(5): 568-581.

**DAVIDS N & WAGHID Y.** Muslim schooling in South Africa and the need for an educational crisis? *Educational Philosophy and Theory* 2021; **53**(14): 1510-1520.

**FATAAR A & NORODIEN-FATAAR N.** Towards an approach to pedagogy based on e-learning ecologies in a post-Covid world. *Journal of Education*, 2021; **84**: 155-168.

**FELDMAN J & WALLACE J.** Costs and benefits: Scholarship students' reflective accounts of attending an elite secondary school. *International Journal of Educational Research*, 2021; **107**: 101748, 10 pages.

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**GROENEWALD E & FATAAR A.** The role of linguistic capital in the educational processes of rural high school learners / Linguistiese kapitaal en opvoedkundige sukses in 'n plattelandse hoërskool. *Litnet Akademies* 2021; **18**(1): 339-362.

**JOORST J.** Die rol van nie-akademiese mentorskap om studente uit gemarginaliseerde groepe by 'n universiteit te laat inskakel – 'n gevallestudie. *Litnet Akademies* 2021; **18**(1): 423-449.

**JOORST J.** Why should an ethics of care matter in education? *Transformation in Higher Education* 2021; **6**: a127, 9 pages.

**NDLOVU M & SIMBA P.** Quality elements of after-school programmes: A case study of two programmes in the Western Cape province of South Africa. *South African Journal of Education* 2021; **41**(3): a1874, 11 pages.

**ORCHARD J, WILLIAMS A, CHRISTOPHER K, MCKEOWN S, JACKSON-ROYAL R, WRIGHT K, WAN S & DAVIDS N.** Knowledge exchange, intergroup relations and 'sharing space': a community of enquiry for the professional development of teachers of religion and worldviews. *British Journal of Religious Education* 2021; **43**(3): 265-277.

**RINQUEST E.** The marginalised positioning of teachers at a special needs school in Cape Town by neoliberal management practices. / Die gemarginaliseerde posisionering van onderwysers by 'n spesiale skool in Kaapstad deur neoliberale bestuurspraktyke. *Litnet Akademies* 2021; **8**(3): 604-632.

**RUSZNYAK L, HLATSHWAYO MN, FATAAR A & BLACKIE M.** Knowledge-building and knowers in educational practices. *Journal of Education* 2021; **83**: 1-12.

**SIMBA P.** (Book review). Decolonisation as Democratisation: Global Insights into the South African Experience (Siseko H. Kumalo, ed.) *Tydskrif vir Letterkunde* 2021; **58**(2), pp.129-131.

**TERBLANCHE J & WAGHID Y.** Chartered accountancy and resistance in South Africa. *South African Journal of Higher Education* 2021; **35**(3): 239-253.

**WAGHID Y.** (Editorial). Citizenship education as forms of human engagement. *Citizenship Teaching and Learning*, 2021; **16**(1): 3-5.

**WAGHID Y.** On the unintended consequences of online teaching: A response. *South African Journal of Higher Education*, 2021; **35**(4): 13-15.

**WAGHID Y.** Teaching and learning during a pandemic: Implications for democratic citizenship education. *Citizenship Teaching & Learning* 2021; **16**(2): 225-228.

**WAGHID Y.** Why the decolonisation of higher education without critique is not possible? *South African Journal of Higher Education* 2021; **35**(2): 1-3.

**WALTERS C, RONNIE L, JANSEN J, KRIGER S.** "Academic guilt": The impact of the pandemic-enforced lockdown on women's academic work. *Women's Studies International Forum*, 2021; **88**: 102522, 5 pages.

**WALTERS C.** The complexity of leadership in South African universities. *Higher Education Research & Development* 2021; **40**(6): 1326-1341.

**WILLS G, MOHOHLWANE NL, ARDINGTON C, PRETORIUS E, MENENDEZ A.** Benchmarking oral reading fluency in the early grades in Nguni languages. *International Journal of Educational Development* 2021; **84**: 102433, 19 pages.

## Books

**DAVIDS N & WAGHID Y.** *Academic Activism in Higher Education: A Living Philosophy for Social Justice*. Springer Nature, Malaysia, Singapore 2021: 169 pages.

**WAGHID Y, WAGHID F, TERBLANCHE J & WAGHID Z.** *Higher Teaching and Learning for Alternative Futures: A Renewed Focus on Critical Praxis*. Palgrave Macmillan, Cham, Switzerland 2021: 154 pages.

**WAGHID Y.** *Mindly Twists and Turns: A Philosopher's Memoir*. Sun Press, Stellenbosch, South Africa 2021: 139 pages.

## Edited books

**FATAAR A & COSTANDIUS E** (eds.) *Evoking Transformation: Visual Redress at Stellenbosch University*. African Sun Media, Stellenbosch, South Africa, 2021.

**HLATSWAYO M, ADENDORF H, BLACKIE M, FATAAR A, MALULEKE P** (eds.) *Pursuing decolonial knowledge building in South African higher education*. Routledge, London, United Kingdom, 2021.

**JANSEN JD & FARMER-PHILLIPS T** (eds.) *Teaching In and Beyond Pandemic Times*. African Sun Media, Stellenbosch, 2021.

## Book chapters

**DAVIDS N.** Muslim-based Schools and the Risk of Enclosing Education through Socialisation in South Africa. In: Wills R, De Souza M, Mata-McMahaon J, Abu Bakkar M, Roux CD (eds.) *The Bloomsbury Handbook of Culture and Identity from Early Childhood to Early Adulthood: Perceptions and Implications*, Bloomsbury, London, United Nations, 2021: 93-104.

**FATAAR A.** 'Discourse speaks us': Visual redress at Stellenbosch University, 2000–2021. In: Fataar A & Costandius E (eds.) *Evoking Transformation: Visual Redress at Stellenbosch University*, African Sun Media, Stellenbosch, 2021: 17-46.

**FATAAR A & COSTANDIUS E.** (Introduction). Introducing a reflective perspective on 'visual redress as transformation' at Stellenbosch University. In: Fataar A & Costandius E (Eds.) *Evoking Transformation: Visual Redress at Stellenbosch University*, African Sun Media, Stellenbosch, 2021: 1-14.

**JANSEN J.** What does it Mean to Teach in the Shadow of COVID-19? A Critical Reflective Essay on the Future of Online Teaching in South African Universities. In: Amin N & Dhunpath R (eds.) *(Re)Learning to Teach in Contexts of Crises*, CSSALL, Durban, 2021: 132-144.

**JANSEN JD & FARMER-PHILLIPS T.** What do we learn from the teacher stories in this book? Ten lessons for a post-pandemic school system. In: Jansen JD & Farmer-Phillips T (eds.) *Teaching In and Beyond Pandemic Times*. African Sun Media, Stellenbosch, 2021: 149-157.

**MARCUS G, WAGHID Y.** Jewish and Muslim voices in education. In: Gary K (ed.) *A History of Western Philosophy of Education in the Middle Ages and Renaissance*, Bloomsbury Academic, London, United Kingdom, 2021: 75-94.

**TERBLANCHE J & WAGHID Y.** Cultivating Socially Responsible Chartered Accountant Business Leaders through Education. In: Singh UG, Reddy PS, Phiri MW, Appavoo P (eds.) *Global Trends in Management, IT and Governance in an E-World (E-MIG 2019 International)*. CSSALL Publishers, Pietermaritzburg, KZN, South Africa 2021: 275-296.

**WAGHID Y.** On the Possibility of Love within University Education. In: De Rijke V, Peterson A, Gibbs P (eds.) *Higher Education and Love: Institutional, Pedagogical and Personal Trajectories*. Palgrave MacMillan, New York, United Nations, 2021: 79-94.

**WAGHID Y.** Global Skills and Global Citizenship Education. In: Bosio E. (ed.), *Conversations on Global Citizenship Education: Perspectives on Research, Teaching, and Learning in Higher Education*. Routledge, New York, United Nations, 2021: 62-72.

**WAGHID Y, WAGHID F & WAGHID Z.** Ruptured African Teaching and Learning: Towards a Pedagogy of Witnessing through Ubuntu. In: Ndofirepi AP & Gwaravanda ET (eds.) *Mediating Learning in Higher Education in Africa: From Critical Thinking to Social Justice Pedagogies*, Koninklijke Brill NV, Leiden, The Netherlands, 2021: 11-22.

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## EDUCATIONAL PSYCHOLOGY



### Journal articles

**BAMBERG I, CAROLISSEN R, SADER S & MOLETSANE R.** “Feminist Decoloniality as Care”: Alternate Paths to Supporting Black Women’s Academic Identities and Fostering Critical Social Cohesion. *Alternation Journal* 2021; **28**(2): 185-210.

**DREYER LM.** Specific learning disabilities: Challenges for meaningful access and participation at higher education institutions. *Journal of Education*, 2021; **85**: 75-92.

**FERNÁNDEZ JS, SONN C, CAROLISSEN R, STEVENS G.** Roots and Routes Toward Decoloniality Within and Outside Psychology Praxis. *Review of General Psychology* 2021; **25**(4): 354-368.

### Book chapters

**KITCHING AE, COLLETT KS & DAMONS LN.** Foregrounding the complex dance of human relating and interacting in teacher development for Education 4.0. In: Maringe F (ed.) *Higher Education in the melting pot: Emerging discourses of the 4IR and decolonisation* (Volume 1), Oasis, Cape Town, South Africa, 2021: 45-58.

**VANSTEENKISTE D, SWART E, VAN AVERMAET P & STRUYF E.** Professional Development for Inclusive Education. In: Sharma U & Salend S (eds.) *The Oxford Encyclopedia of Inclusive and Special Education*. Oxford University Press, USA, 2021: 18 Pages.

### Conference proceedings

**CHIWAYA S, DREYER LM & DAMONS LN.** Ubuntu in inclusive education: A Malawian experience. In: J.M. Ngwaru & L.M. Dreyer (eds.) *Inclusivity in Response to Diversity and Equal Human Rights. A special publication to celebrate the 1st International Symposium on Inclusion (ISI)*. Reformed Church University of Zimbabwe, Masvingo, Zimbabwe. 2021: 130-139.

**DREYER LM.** In search of contextually relevant inclusive education epistemology for Africa. In: J.M. Ngwaru & L.M. Dreyer (eds.) *Inclusivity in Response to Diversity and Equal Human Rights. A special publication to celebrate the 1st International Symposium on Inclusion (ISI)*. Reformed Church University of Zimbabwe, Masvingo, Zimbabwe. 2021: 9-20.

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## SUNCEP



### Book chapters

**LOURENS E.** "Are we enough?": The 'doing' and 'being' of former access programme students. In: Fourie-Malherbe M (ed.) *Creating Conditions for Student Success: Social justice perspectives from a South African university*. African Sun Media, Stellenbosch, South Africa 2021: 19-34.

**LOURENS E.** From graduate to employee: The journeys of first-time entrants into the labour market. In: Fourie-Malherbe M (ed.) *Creating Conditions for Student Success: Social justice perspectives from a South African university*. African Sun Media, Stellenbosch, South Africa 2021: 313-328.

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