

# RESEARCH OUTPUTS 2015

## CURRICULUM STUDIES

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### Articles

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**ANYANWU R, LE GRANGE L & BEETS P.** Climate change science: the literacy of Geography teachers in the Western Cape Province, South Africa. *South African Journal of Education* 2015; 35(3): 9 pages, Art. # 1160, August 2015.

**BICCARD P & WESSELS D.** Student mathematical activity as a springboard to developing teacher didactic practices. *Pythagoras* 2015; 36(1): Art. #294.

**BITZER EM.** The doctoral quest as an alternative metaphoric narrative for doctoral research education. *Journal for New Generation Sciences* 2015; 13(3): 1-16.

**EDWARDS N.** Multimodality in science education as productive pedagogy in a PGCE programme. *Perspectives in Education* 2015; 33(3): 159-175.

**FREDERICKS F, GREEFF AP.** Own and perceived parental religiosity and the quality of the parent-child relationship. *Journal of Beliefs & Values-Studies in Religion & Education* 2015; 36(2): 252-258.

**LAMPEN E.** Teacher narratives in making sense of the statistical mean algorithm. *Pythagoras* 2015; 36(1): 1-12.

**LE CORDEUR MLA.** Die kwessie van Kaaps: Afrikaansonderrig op skool benodig 'n meer inklusiewe benadering. *Tydskrif vir Geesteswetenskappe* 2015. 55(4): 712-728.

**LE GRANGE L.** Ubuntu/Botho as Ecophilosophy and Ecosophy. *Journal of Human Ecology* 2015; 49(3): 301-308.

**LE GRANGE L.** 'n Verkenning van die verhouding tussen wetenskap en inheemse kennis: moontlikhede vir integrasie in Suid-Afrikaanse Lewenswetenskappe klaskamers. *Suid-Afrikaanse Tydskrif vir Natuurwetenskap en Tegnologie* 2015; (in press)

**MARTHINUSSEN PJ & VAN DER MERWE M.** 'n Aangepaste bewustheidsprogram om fonologiese en fonemiese bewustheid in aanvangslees van Graad 1-leerders in 'n taalarm omgewing te verbeter./ An adjusted programme to improve phonological and phonemic awareness in early reading of Grade 1 learners in a language-poor environment. *Per Linguam* 2015; 31(2): 53-78.

**MWINDA, RN & VAN DER WALT, C.** From 'English-only' to translanguaging strategies: Exploring possibilities. *Per Linguam* 31(3): 100-118.

**ONTONG K & LE GRANGE L.** Die herkonseptualisering van volhoubaarheid ná die dekade van opvoeding vir volhoubare ontwikkeling / *The reconceptualisation of sustainability after the decade of education for sustainable development.* *Tydskrif vir Geesteswetenskappe* 2015; 55(1): 50-61.

**ONTONG K & LE GRANGE L.** The need for place-based education in South African schools: the case of Greenfields Primary. *Perspectives in Education* 2015; 33(3): 42-57.

**SWANEPOEL JH.** Transferring and transcending literature: Game of Thrones as transgeneric text. *Stilet* 2015; XXVII (1): 108-121.

**VAN DER WALT C & KLAPWIJK N.** Language of Learning and Teaching in a multilingual school environment: What do teachers think? *Language Matters* 2015; 46(2): 293-318.

**VAN SCHALKWYK SC, LEIBOWITZ BL, HERMAN N, FARMER JL.** Reflections on professional learning: Choices, context and culture. *Studies in Educational Evaluation* 2015; 46:4-10.

**WILSON L, BITZER EM & NEWMARK R.** Community-engaged curricula in higher education: The case of a master's programme in play therapy. *South African Journal for Higher Education* 2015; 29(4): 296-314.

### **Journal articles (Non-accredited)**

**ESAU O.** Developing Academic and Community Research Participation in a South African Township and Rural Community. *Educational Research for Social Change*, 2015. 4(1): 68-78.

**LESHEM S, ZION N, FRIEDMAN A.** A Dream of a School: Student Teachers Envision Their Ideal School. *SAGE Open* 2015; Pages 1-8.

**VAN DER BIJL A, FRICK L.** Mentoring and The Development Of New Business Lecturers in South African Tvet Colleges. *African Journal of Pedagogy and Curriculum* 2015; 2(1): 79-91.

### **Books**

**HORN K.** In Enemy Hands: South Africa's POWs in World War II. Jonathan Ball Publishers, Johannesburg, 295 pages.

### **Chapters in books**

**BEETS PAD.** Curriculum and assessment. In: du Preez, Reddy CPS (eds.) *Curriculum Studies: Visions and Imaginings*, Pearson, Cape Town, South Africa, 2014: 134-156.

**LE CORDEUR M.** Afrikaans: Mites en werklikhede. Afrikaansmetodiek deur 'n nuwe bril. Oxford University Press, Goodwood, Kaapstad, 2015: 29-68.

**LE CORDEUR M.** Die geïntegreerde benadering. Afrikaansmetodiek deur 'n nuwe bril. Oxford University Press, Goodwood, Kaapstad, 2015: 252-285.

**LE CORDEUR MLA.** 'n Krities-analitiese beskouing van Bruin Afrikaans-sprekendes se rol in die Afrikaanse media en Naspers (p.203 -212). In Rabe, L. (red.) 2015. *'n Konstante Revolusie: Naspers, Media 24 en Oorgange. 1914 – 2014*. Tafelberg: Kaapstad. 306 pages. 978 0624 06965 2.

**REDDY CPS.** Curriculum: Exploring an ever-changing landscape. In: du Preez, Reddy CPS (eds.) *Curriculum Studies: Visions and Imaginings*, Pearson, Cape Town, South Africa, 2014: 11-31.

**ROBINSON M.** So How High Has the Mountain Been Climbed?: A Reflective Overview of the Book. In *Mentoring for Learning: "Climbing the Mountain"*, Sense Publishers, The Netherlands, 2015: 333-342.

**VAN DER WALT, C.** Bi /Multilingual higher education: Perspectives and Practices. In *The Handbook of bilingual and multilingual education*, Wiley Blackwell, USA, 2015: 354 – 371.

**FRICK, BL** 2015. Book review on *Of other thoughts: Non-traditional ways to the doctorate. A guidebook for candidates and supervisors. Higher Education Research and Development*, 34(3): 675-677. (Book review – slegs vir rapportering)

### **Kongresverrigtinge**

**BOTHA ML & BEETS P.** *Tensions and possibilities in establishing school-university partnerships as a core component of improved teacher education.* Proceedings of the Sixth Annual Teaching Practice / Didactics Symposium, North-West University, Vaal Triangle Campus, 2014: 1-20.

**GIERDIEN F.** *On working with mathematics teachers from historically disadvantaged high schools through a continuous professional development initiative.* Proceedings of the 21<sup>st</sup> Annual Conference of the Association for Mathematics Education of South Africa (AMESA), Volume 1 (pp. 153-165), Polokwane. DOI: 10.13140/RG.2.1.4939.5683

**LONG C & LAMPEN E.** *Professional identity and teacher agency: necessary and sufficient.* Proceedings of the 21<sup>st</sup> Annual Conference of the Association for Mathematics Education of South Africa (AMESA), Volume 1 (pp. 311-333), Polokwane, South Africa. DOI: 10.13140/RG.2.1.4939.5683

**MATLATA SJ & WESSELS DCJ.** *The experiences of secondary mathematics teachers teaching mathematics through problem solving.* In: Maoto S, Chigonga B, Masha K (eds.) Association for Mathematics Education of South Africa, Polokwane, South Africa, AMESA 2015: 371-385.

### **Master students completed**

**AWASES CL.** *Secondary school Geography teachers' understanding and implementation of learner-centred education and enquiry-based teaching in Namibia.* MEd, 2015. 144pp. Studieleier: Prof P Beets.

**BOOYSEN B.** *Towards a cooperative learning process in building social cohesion in a grade 10 Geography classroom: An action research approach.* MEd, 2015. 124pp. Studieleier: Dr O Esau.

**DAMON, NB.** *On the feasibility of Moodle use to assist Deaf and Hard of Hearing grade 9 learners with mathematics problem solving.* MEd, 2015. 101pp. Studieleier: Dr MF Gierdien. Medestudieleier: Me L Collair.

**DOSI PN.** *Instructional code-switching for English language learning: A case study of Grade 11 isiXhosa learners.* MEd, 2015. 135pp. Studieleier: Prof C van der Walt.

**DU PLESSIS HM.** *Evaluating the effectiveness of Advanced Programme Mathematics in preparing learners for university Mathematics.* MEd, 2015. 231pp. Studieleier: Dr M Ndlovu. Medestudieleier: Prof M Fourie-Malherbe.

**FAIR AG.** *An evaluation of a model of teacher professional development in a science and mathematics intervention programme for teachers and learners.* MEd, 2015. 123pp. Studieleier: Dr M Ndlovu.

**JORDAAN P.** *Finding creativity: integrating drama teaching techniques in creative writing lessons.* MEd, 2015. 264pp. Studieleier: Prof C van der Walt.

**LOOCK H.** *Die gebruik van die interaktiewe witbord in geskiedenisonderrig: 'n gevallestudie.* MEd, 2015. 135pp. Studieleier: Dr K Horn. Medestudieleier: Prof AE Carl.

**MEYER L.** *Die persepsies van onderwysers rakende hul eie bevoegdheid ten opsigte van die onderrig van skeppende kunste in die intermediêre fase (Graad 4-6).* MEd, 2015. 133pp. Studieleier: Prof AE Carl.

**MULLER JH.** *Electrical engineering professionals' development needs within one South African company.* MPhil, 2015. 99pp. Studieleier: Dr BL Frick.

**MWINDA RN.** *Using Translanguaging Strategies to improve English language Proficiency: A Case study in primary school (Grade 5-7).* MEd, 2015. 115pp. Studieleier: Prof C van der Walt.

**THERON E.** *Student engagement as a way of enhancing student success at a private higher education institution.* MPhil, 2015. 131pp. Studieleier: Prof EM Bitzer.

**VAN KERWEL FC.** *Persepsies van geselekteerde Universiteit Stellenbosch voorgraadse studente binne Lettere en Sosiale Wetenskappe aangaande die woorde Open Wêreldprojek.* MEd, 2015. 79pp. Studieleier: Dr BL Frick.

### **Doctoral students completed**

**ANYAMWU RN.** *An assessment of climate change science literacy and climate change pedagogical literacy of geography teachers in the Western Cape.* PhD, 2015. 293pp. Promotor: Prof PAD Beets. Medepromotor: Prof L le Grange.

**BOSMAN VC.** *A Dyadic Analysis of Undergraduate Peer-Mentoring Relationships in the Context of a Formal Peer-Mentoring Programme at a University Residence.* PhD, 2015. 210pp. Promotor: Prof EM Bitzer.

**EKRON C.** *Learning to teach: Communication skills in Teacher Education.* PhD, 2015. 273pp. Promotor: Prof C van der Walt. Medepromotor: Prof R Evans.

**MKHABELA LZ.** *The role of leadership learning in the developmental needs of the senior managers in a rural municipality: a case study in Adult Education at Bushbuckridge local municipality.* PhD, 2015. 195pp. Promotor: Dr BL Frick. Medepromotor: Prof EM Bitzer.

**ROBERTSON CA.** *Leadership development for technical and vocational education and training college leaders in South Africa: a post-graduate curriculum framework.* PhD, 2015. 234pp. Promotor: Dr BL Frick. Medepromotor: Prof EM Bitzer.

**ROUSSEAU N.** *The role of reflection in integrating theory and practice in Foundation Phase teacher education.* PhD, 2015. 213pp. Promotor: Prof M Robinson.

**TAMBARA CT.** *Unpacking teachers' pedagogical content knowledge and skills to develop learners' problem solving skills in mathematics.* PhD, 2015. 288pp. Promotor: Dr HM Wessels. Medepromotor: Dr JH Smit.

**VAN DER BIJL AJ.** *Mentoring and the development of educators in South African Technical and Vocational Education.* PhD, 2015. 191pp. Promotor: Dr BL Frick.

**VAN WYK ML.** *Die geleefde ervarings van primêre skoolonderwysers binne 'n kultuur van performatiwiteit.* PhD, 2015. 361pp. Promotor: Prof LLL le Grange. Medepromotor: Prof AE Carl.

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