

RESEARCH OUTPUTS // NAVORSINGSUITSETTE 2017

EDUCATION POLICY STUDIES / OPVOEDINGSBELEIDSTUDIE

Journal articles (accredited) // Tydskrifartikels (geakkrediteerd)

BRENNAN M. Struggles for teacher education in the age of the anthropocene. *Journal of Education* 2017; **69**: 43-65.

COOPER A. 'Youth Amplified': Using critical pedagogy to stimulate learning through dialogue at a youth radio show. *Education as Change* 2016; **20**(2): 44-68.

DAVIDS N, WAGHID Y. Educational theory as rhythmic action: from Arendt to Agamben. *South African Journal of Higher Education* 2017; **31**(5): 1-13.

DAVIDS N. Islam, Moderation, Radicalism, and Justly Balanced Communities. *Journal of Muslim Minority Affairs* 2017; **37**(3): 309-320.

DAVIDS N. On the Un-becoming of Measurement in Education. *Educational Philosophy and Theory* 2017; **49**(4):422-433.

FELDMAN J, FATAAR A. Embodying pedagogical habitus change: A narrative-based account of a teachers' pedagogical change within a professional learning community. *Journal of Education* 2017; **70**: 73-88.

FELDMAN J. The role of professional learning communities in facilitating teachers' pedagogical adaptation and change. *Journal of Education* 2017; **67**: 65-81.

FILLIES H, FATAAR A. Die leerpraktykvorming van plattelandse werkersklasleerders gegrond op hulle fondse van kennis. *Litnet Akademies* 2017; **14**(1): 186-212.

JOORST J. Die navigasiepraktyke van leerders uit arm, landelike gebiede. *LitNet Akademies* 2017; **14**(3): 718-737.

VAN WYK B. Reflections on Kwanzaa and the spirit of Ubuntu after Brown and Garner. *Indilinga: African Journal Indigenous Knowledge Systems*, Vol **16**(2): 288-297.

WAGHID Y, WAGHID F. Can MOOCs contribute towards enhancing disruptive pedagogic encounters in higher education. *South African Journal of Higher Education* 2017; **31**(1):1-13.

WAGHID Y. A university without ruins: Some reflections on possibilities and particularities of an African University. *South African Journal of Higher Education* 2017; **31**(3): 1-5.

WAGHID Y. Does a 'white' curriculum matter? *Educational Philosophy and Theory* 2017; **49**(3): 203-206.

WAGHID Y. The Teacher and the World: A Study of Cosmopolitanism as Education and Thinking Differently about Cosmopolitanism: Theory, Eccentricity, and the Globalized World. *Educational Theory* 2017; **67**(3): 336-342.

ZIPIN L. Pursuing a problematic-based curriculum approach for the sake of social justice. *Journal of Education* 2017; **69**: 67-92.

Books // Boeke

COOPER AL. *Dialogue in Places of Learning: Youth Amplified in South Africa*. Routledge, New York, United Nations 2017: 151 pp.

DAVIDS N, WAGHID Y. *Educational Leadership in Becoming: On the potential of leadership in action*. Routledge, Abingdon, United Kingdom 2017: 112 pp.

DAVIDS N, WAGHID Y. *Tolerance and Dissent within Education: On cultivating Debate and Understanding*. Palgrave MacMillan, New York, United Nations 2017: 182 pp.

WAGHID Y, DAVIDS N. 2017. *Education, Assessment, and the Desire for Dissonance*. Peter Lang, New York, United Nations 2017: 156 pp.

WAGHID Y, DAVIDS N. *Philosophy and Education as Action: Implications for Teacher Education*. Lexington Books, Maryland, United Nations 2017: 130 pp.

Book chapters // Boekhoofstukke

DAVIDS N. Muslim education and gender equality on reconstructing a just narrative. In: Peters MA (ed.) *Encyclopedia of Educational Philosophy and Theory*, Springer Nature, Singapore, Malaysia, 2017: 1489-1493.

FATAAR A, FELDMAN J. Pedagogical Habitus Engagement in a Developing Country Context: A Narrative-Based Account of a Teacher's Pedagogical Change within a Professional Learning Community. In: Parker S, Gulson KN, Gale T (eds.) *Policy and Inequality in Education. Education Policy & Social Inequality, Volume 1*, Springer Nature, Singapore, Malaysia, 2017: 187-207.

ISAACS T. Phenomenology and education: Have we opted for epistemology before ontology? In: Higgs P, Waghid Y (eds.) *A Reader in Philosophy of Education*, Juta & Company, Cape Town, South Africa, 2017: 38-54.

MOHAMED N. Revitalizing Islamic Ecological Ethics through Education. *Encyclopedia of Educational Philosophy and Theory*, Springer Nature, Singapore, Malaysia, 2017: 2038-2043.

WAGHID Y & DAVIDS N. Islam and education: Towards a post-structuralist understanding of Islamic education. In: Higgs P, Waghid Y (eds.) *A Reader in Philosophy of Education*, Juta & Company, Cape Town, South Africa, 2017: Pages 138-151.

WAGHID Y, DAVIDS N. Muslim education and ethics: On autonomy, community and (dis)agreement. In: Peters MA (ed.) *Encyclopedia of Educational Philosophy and Theory*, Springer Nature, Singapore, Malaysia, 2017: 1485-1489.

WAGHID Y & DAVIDS N. Rationality and education: On releasing imaginative human action. In: Higgs P, Waghid, Y (eds.) *A Reader in Philosophy of Education*, Juta & Company, Cape Town, South Africa, 2017: 27-37.

WAGHID Y & HIGGS P. African philosophy of education through a (post)critical lens. In: Higgs P, Waghid Y (eds.) *A Reader in Philosophy of Education*, Juta & Company, Cape Town, South Africa, 2017: 1-12.

WAGHID Y. Cavell and postmodern education. In: Peters MA (ed.) *Encyclopedia of Educational Philosophy and Theory*, Springer Nature, Singapore, Malaysia, 2017: 106-110.

WAGHID Y. Democratic Pedagogical Encounters and a Politics of Disruptive Speech. In: Carnevale A (ed.) *Etnografie del dissenso. Teorie e discorsi, Tomo 1 (Volume 1)*, Pensa Multimedia, Lecce, Italy, 2017: 375-386.

WAGHID Y. Global citizenship education reconsidered: Taking the “Migrant” other seriously. In: Peters MA (ed.) *Encyclopedia of Educational Philosophy and Theory*, Springer Nature, Singapore, Malaysia, 2017: 927-932.

WAGHID Y. In search of meanings. In: Higgs P, Waghid Y (eds.) *A Reader in Philosophy of Education*, Juta & Company, Cape Town, South Africa, 2017: 6.

WAGHID Y. Ubuntu: African Philosophy of Education and Pedagogical Encounters. In: Cross M, Ndofirepi A (eds.) *Knowledge and Change in African Universities; Volume I: Current Debates*, Sense Publishers, Rotterdam, Netherlands, 2017: 29-40.

Doctoral completed // Doktoraal voltooi

BURGER JR.V. *Skoolhoofde se leierskapspraktyke met betrekking tot die skepping van ruimte by hul skole.* PhD, 2017. 298 pp. Promotor: Prof A Fataar.

LUVALO LM. *The institutional culture of a post-merger institution: A case study of a South African university.* PhD, 2017. 301 pp. Promotor: Prof B van Wyk.

Masters completed // Magister voltooi

AYOOLA R. *Continuing professional development of accounting teachers in Nigeria: Implications for democratic citizenship education.* MEd, 2017. 118 pp. Studieleier: Dr N Davids.

BAILEY YM. *Die beleefde ervaringe van vroue adjunk-prinsipale: 'n Studie van vier skole in die Overberg Onderwysdistrik.* MEd, 2017. 162 pp. Studieleier: Prof N Davids.

SWARTS J. *Die ervaring van Beginnerprinsipale na aanleiding van Kurrikulumleierskap en Bestuur by hul skole: 'n Gevallestudie van vier Beginnerprinsipale.* MEd, 2017. 169 pp. Studieleier: Prof N Davids.

VAN GEEMS CM. *Leerders se opvoedkundige prestasie in landelike gebiede.* MEd, 2017. 123 pp. Studieleier: Dr J Joorst.
