



## **PUBLICATIONS IN ACCREDITED JOURNALS AND BOOK CHAPTERS Philosophy and Policy Studies in Education (2016 – 2019)**

### **2019**

Dick, L., Kruger, F., Müller, M. & Mockie, A. 2019. Transformative pedagogy as academic performance: #Shimlapark as a plane of immanence. *Cultural Studies <-> Critical Methodologies*, 19(2): 84-90. DOI: <https://doi.org/10.1177/1532708618807246>.

Dube, B & Tsotetsi, C. 2019. State-based curriculum making in a postcolonial Zimbabwe: Making sense of Family, Religious and Moral Education in a global context. *Journal of Social Studies Research*, 10(1): 241-258.

Van Wyk, P.S., Teise, K.L. & A. le Roux. 2019. Threats to the quality and standard of marking of the national senior certificate examinations in the Northern Cape. *Perspectives in Education*, 37(1) (in press).

### **2018**

Kruger, F. & Evans, R. 2018. A transdisciplinary exploration: Reading peace education and TESOL through multiple literacies theory. *TD: The Journal of Transdisciplinary Research*, 14(2): a525. DOI: <https://doi.org/10.4102/td.v14i2.525>.

Beylefeld, A. & Le Roux, A. 2018. School-visit by pre-service teachers: an insider view on students' experiences and staff's perceptions. *South African Journal of Higher Education*, 32(6).

Omodan, B.I. & Tsotetsi, C.T. 2018. Student-Teacher Relationships as a Panacea for Students' Academic Performance in Nigeria Secondary Schools: An Attachment Perspective. *Journal of Social Studies Education Research*, 9(4): 82-101.

### **2017**

Kruger, F. & Le Roux, A. 2017. Fabulation as a pedagogical possibility: Working towards a politics of affirmation. *Education as Change*, 21(2): 45-61.

Inge, OA & Tsotetsi, CT. 2017. Effects of Computer-aided and Blended Teaching Strategies on Students' Civic Attitudes in Rural Learning Ecologies: A Model for South Korea's Rural Schools. *The Anthropologist*. 29(1):170-177

Lets'opha, MM & Jacobs, L. 2017. "He doesn't like it, but I do it anyway": listening to the

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Jacobs, Lynette & De Wet, Corene. 2017. A formative case study evaluation of the Vocational Education Orientation Programme (VEOP) presented at a South African university. *Loyola Journal of Social Sciences*, 31(1):47-68.

Teise, KL. and Alexander, G. 2017. Perceptions of teacher education students at a South African university on the relationship between culture and education: Implications for social justice. *Koers - Bulletin for Christian Scholarship*, 82(3).

Teise, KL. and Kiel, D. 2017. How School Autonomy Restricts Equitable Access for South African Learners. *Research on Education in Africa, the Caribbean, and the Middle East Book VIII: Transforming Public Education in Africa, the Caribbean, and the Middle East*.

Jacobs, L & Tlali, TV. 2017. Education in the Mountain Kingdom of Lesotho. In Wolhuter, CC, Jacobs, L & Steyn, HC. (Eds.). *Thinking about Education Systems*, 2nd Edition. Potchefstroom: Keurkopie, 78-109.

## 2016

Kruger, F. 2016. Posthumanism and educational research for sustainable futures. *Journal of Education*, 65, 77-94.

Teise, K. & Le Roux A. 2016. Education for Sustainable Development in SA: a model case scenario. *African Education Review*, 13(3-4): 65 – 79.

Teise, KL. 2016. Are South African education policies on school safety and learners' discipline geared for restorative discipline? *Journal of Educational Studies*, 14(2).

Teise, KL 2016. Creating Safe and Well-organised Multicultural School Environments in South Africa through Restorative Discipline. *International Journal of Educational Sciences*, 13(1): 72-81.

Le Roux, A. 2016. The teaching context preference of four white South African pre-service teachers: considerations for teacher education. *South African Journal of Education*, 36(1):1 – 11.

Hlalele, D. & Tsotetsi, C.T. 2016. Promoting student teachers' adaptive capabilities through community engagement. *Perspectives in Education*. 34(3): 29-42.

Mohlaloka, Sello MB, Jacobs, Lynette & De Wet, Corene. 2016. Insights from traditional initiators (Basuwe) on the influence of male traditional initiation (lebollo) on the behaviour of school boys. *Perspectives in Education*. 34(2):19-31. <http://dx.doi.org/10.18820/0258-2236/pie.v34i2.2> .

Mohlaloka, Sello MB, Jacobs, Lynette & De Wet, Corene. 2016. The Influence of Traditional Male Initiation (Lebollo) on School Discipline: Educators' Perspectives. *Deviant Behavior*, 38(6): 709–721. <http://dx.doi.org/10.1080/01639625.2015.1071132>

Jacobs, L. 2016. Discipline in the classroom and beyond. In Du Toit, ER, Louw, LP & Jacobs, L (Eds.). *Help, I'm a student teacher!* 2<sup>nd</sup> Edition. Pretoria: Van Schaik, 163-184.

Ambrosio, J., Le Roux, A. & Mdunge, P. 2016. Re-visioning Teacher Education for Social Justice in the Post-Apartheid Era. In Tomlinson-Clarke, S.M. & Clarke, D.L. (eds.). *Social Justice and Transformative Learning: Culture & Identity in the United States and South Africa*, 92 - 112. New York: Routledge. *for Christian Scholarship*, 3<sup>rd</sup> & 4<sup>th</sup> term.