
PUBLICATIONS IN ACCREDITED JOURNALS AND BOOK CHAPTERS

Philosophy and Policy Studies in Education

2019

- Kruger, F., Teise, K. & Le Roux, A. Ecojustice education and communitarianism: Exploring the possibility for African eco-communitarianism. *Educational Philosophy and Theory*. DOI: <https://doi.org/10.1080/00131857.2019.1625769>.
- Kruger, F. & Le Roux, A. A schizoanalytic exploration of the potential of fabulation for the creation of new social collectivities in pre-service teacher education. *Pedagogy, Culture & Society*. DOI: <https://doi.org/10.1080/14681366.2019.1629994>.
- 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 & Tsoetsi, 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).
- Groenewald, E.M. & Le Roux, A. 2019. Veeltaligheid op universiteit: 'n uitdaging én 'n geleentheid vir identiteitsvorming (Multilingualism in higher education: a challenge and an opportunity) (Accepted for publication in *LitNet Akademies*).
- Müller, M., and Kruger, F., Lekoala, N. & Mokoena, N. Pedagogy is a messy affair: a performative narrative of being new. (Accepted for publication in *Qualitative Inquiry*).

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>.

Omodan, B.I. & Tsoetsi, 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.

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).

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.

Ige, OA & Tsoetsi, 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 voices of learners who bully others. *Acta Criminologica*, 30(3): 87-102.

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. & Tsoetsi, 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!* 2nd 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.

2015

Beylefeld, A. & Le Roux, A. 2015. Guided group reflections of first-year pre-service teachers: Moving beyond the rhetoric of 'go and reflect'. *Perspectives in Education*, 33(3): 4 – 22.

Kruger, F. 2015. Experimenting with Nomadic Posthumanism: An alternative approach to conceptualizing education and rural learning ecologies. *Alternation: Interdisciplinary Journal for the Study of Art and Humanities in Southern Africa*, 16, 329-345.

Jacobs, L & De Wet, NC. 2015. A quantitative exploration of the effects of workplace bullying on South African educators. *African Safety Promotion: A Journal of Injury and Violence Prevention*, 13(2): 31-58.

- Jacobs, Lynette & De Wet, Corene. 2015. Workplace bullying in schools: Who are being victimised? *Acta Criminologica*, 28(1):50-66.
- Hlalele, D. & Tsoetsi, C.T. 2015. Engaging the Community in Educational and Social Amelioration: Lessons and Prospects. *Alternation Special Edition* (16): 141 – 165.
- Hlalele, D., Manicom, D., Preece, J. & Tsoetsi, C.T. 2015. Strategies and outcomes of involving university students in community engagement: An adaptive leadership perspective. *Journal of Higher Education in Africa*. 13(1 & 2): 169-193.
- Tsoetsi, C.T. & Mahlomaholo, M.G. 2015. Exploring strategies to strengthen Continuing Professional Development for teachers in Rural South Africa. *Journal of Higher Education in Africa*. 13(1 & 2) 45-74.

2014

- Le Roux, A. 2014. 'We were not part of apartheid': rationalisations used by four white pre-service teachers to make sense of race and their own racial identities. *South African Journal of Education*, 34(2): 1-16.
- Potgieter, E; Teise, K; Jacobs, L & De Wet, C. 2014. Ontgroeningspraktyke in Vrystaatse sekondêre skole en skoolkoshuise: 'n verkennende studie. *LitNet Akademies*, 11(3):506-543.
- Jacobs, Lynette. 2014. The framing of school violence in the South African printed media - (mis)information to the public. *South African Journal of Education* (online), 34(1): 1-16. <http://www.sajournalofeducation.co.za/index.php/saje/article/view/697/407>

2013

- De Wet, Corene & Jacobs, Lynette. 2013. South African teachers' exposure to workplace bullying. *The Journal for Transdisciplinary Research in Southern Africa*, 9(3): 446-464.
- Shushu, H; Jacobs, L & Teise, K. 2013. Dimmed voices of learners in democratic school governance: a threat to Education for Sustainable Development. *Journal of Education Studies*, 12(1):16-32.
- Le Roux, A & Marais, N. 2013. Teacher perceptions of their ethical responsibility: the balancing of rights. *Africa Education Review*, 10(4): 709-730.
- Lee-Fon, R., Jacobs, L., Le Roux, A. and De Wet, C. 2013. Action towards hope: Addressing learner behaviour in a classroom. *Koers - Bulletin for Christian Scholarship*, 78(3): Art. #459, 8 pages. <http://dx.doi.org/10.4102/koers.v78i3.459>.
- Teise, KL. 2013 Realising a Social Sustainable South African Society through cooperative learning. *Journal for Transdisciplinary Research in Southern Africa*, 9(3).

- Jacobs, Lynette; De Wet, Corene; & Ferreira, Annelie. 2013. Strategies of Lesotho schools to maintain discipline. *African Education Review*, 10(2):323-346.
- Jacobs, Lynette. 2013. Towards understanding different faces of school violence in different “worlds” of one country. *Education in One World: Perspectives from Different Nations BCES Conference Books*, 11:59-66.
- De Wet, Corene & Jacobs, Lynette. 2013. South African educators’ understanding of bullying. *Journal of Psychology in Africa*. Accepted for publication in edition 23(2).
- Muller, R. & Kruger, F. 2013. Rain and Water Symbolism in Southern African Religious Systems: Continuity and Change. *Exchange*, 42, 141-154.
- Tsotetsi C.T. & Mahlomaholo, M.G. 2013. Teacher professional development programmes: What is missing? *Journal of Educational Studies*, 12(1): 89-102.

2012

- Francis, D & Le Roux, A. 2012. Using life history to understand the interplay between identity, critical agency and social justice education. *Journal for New Generation Science*, 10(2): 14-29.
- Le Roux A, & Mdunge, P. 2012. Difficult conversations: Lessons learnt from a diversity programme for pre-service teachers. *Perspectives in Education*, 30(3): 80-89.
- Palmer JM & De Klerk ED 2012. Power Relations: Exploring meanings in the *Curriculum and Assessment Policy Statement (2011)*. *Communitas*, 17(Special edition): 61-79.
- Schoeman, P.G. 2012. In search of a ‘new morality’ in South African education – Part IV. *Journal for Christian Scholarship*, 3rd & 4th term: 377 – 392.
- Kruger, F. 2012. The role of TESOL in educating for peace. *Journal of Peace Education*, 9(1): 17-30.
- Francis, D. & Le Roux, A. 2012. The intersection between identity, agency and social justice education: implications for teacher education. In Osman R & Venkat H. *Research-led teacher education*. Cape Town: Pearson.

2011

- Schoeman, P.G. 2011. In search of a “new morality” for South African education – Part VI – Values education: Realities, impediments, prospects. *Journal for Christian Scholarship*, 3rd & 4th term: 149 - 170.
- Le Roux, A. 2011. The interface between identity and change: how in-service teachers use discursive strategies to cope with educational change. *Education as Change*, In press.
- Francis, D & Le Roux, A. 2011. Teaching for social justice education: the intersection between

identity, critical agency and social justice education. *South African Journal of Education: Special edition on social justice*, 31(3):299-311.

2010

De Wet, Corene; Jacobs, Lynette & Ferreira, Annelie. 2010. Lesotho teachers' disciplinary strategies: findings from a sequential mixed method study. *Journal of Education Studies*. 9(2):51-68.

Kruger, F. 2010. Gender, self-perceived English proficiency and language learning strategies of Korean university students. In T. Lê, Q. Lê & M. Short (eds.) *Language and Literacy in a Challenging World*. Hauppauge: Nova Science Publishers.

Kruger, F. 2010. Reflecting on communicative language teaching. *HUFS International Journal of Foreign Studies*, 2(2): 283-300.

2009

De Wet, C & Jacobs, L. 2009. A comparison between boys' and girls' experience of peer sexual harassment. *Journal for Christian Scholarship*. 45(3):55-75.

De Wet, C; Jacobs, L & Ferreira, A. 2009. A qualitative exploration of Lesotho Educators' Disciplinary practices. *Journal for Christian Scholarship*. 45(1 & 2):191-211.

De Wet, Corene & Jacobs, Lynette. 2009. An exploratory study on learner misbehaviour in Lesotho. *Journal of Education Studies*. 8(Special Issue 1):61-82.

Ferreira, Annelie, Jacobs, Lynette, Coetzee-Manning, Daniella & De Wet, Corene. 2009. Educator strategies to maintain discipline in Lesotho schools. *Acta Academica*, 41(4):160-196.

Jacobs, L & De Wet, NC. 2009. The effect of learner misbehaviour on educators in Lesotho. *Africa Education Review*, 6(1):48-69.

Schoeman, PG. 2009. In Search of a "New morality" for South African Education – Part V – Holding an Office and the Prerogative to Introduce and Advocate values to Normatively Immature. *Journal for Christian Scholarship*. 45(4):57-76.

Schoeman, PG. 2009. In Search of a "New morality" for South African Education – Part IV – The Central Role of Values in Education: Disclosing the Normative Spheres of Human Experience. *Journal for Christian Scholarship*. 45(3): 1-18.

Kruger, F. 2009. The use of nonverbal communication in the foreign language classroom: a pilot study, *TESOL Review* 1: 77-94.

2008

De Wet NC & Jacobs L. 2008. Kosgangers se ervaring van bullebakkerie: 'n gevallestudie. *Acta Academica*. 40(1): 197-235.

De Wet, NC, Jacobs, L & Palm-Forster, T. 2008. Sexual harassment in Free State schools: an exploratory study. *Acta Criminologica*. 21(1): 97-122.

2007

De Wet, Corene & Jacobs, Lynette. 2007. Riglyne vir die voorkoming van bullebakkerie in 'n skoolkoshuis [Guidelines for the prevention of bullying in a school residence]. *Tydskrif vir Geesteswetenskappe*, 47(3):331-348.

Schoeman, PG. 2007. In search of a "new morality" for South African education – Part III. The central role of values in education: Activating the normative spheres of human experience. *Journal for Christian Scholarship*. 43(1&2).

2006

Schoeman, PG. 2006. In search of a "new morality" for South African education – Part II. The effectuation of values and thoughts on being human. *Journal for Christian Scholarship*, 42(4).

Schoeman, PG. 2006. In search of a "new morality" for South African education – Part I. Preliminary deliberations: Between fundamentalism and relativism. *Journal for Christian Scholarship*, 42.

De Wet, NC & Jacobs L. 2006. Educator targeted bullying: a fallacy or a fact? *Acta Criminologica*, 19(2):53-73.

Schoeman, PG. 2005. Reflections on the normative status of critical discourse. *Journal for Christian Scholarship*, 41(1&2).

2004

Schoeman, PG. 2004. Thoughts as to the location of ideology within the sphere of “belief systems”. *Journal for Christian Scholarship*, 40(4).

Schoeman, PG. 2004. Assessment of key features and major ploys of ideology. *Journal for Christian Scholarship*, 40(3).

2003

Le Roux A. & Louw J. 2003. Nation building and globalisation: the education dilemma. In: *Journal for Christian Scholarship*, 1st & 2nd term.

Schoeman, PG. 2004. Aquiring critical skills and developing an analytic mind-set realistic objective for South African education? *Journal for Christian Scholarship*, 39(1&2).

2001

Coetzee, D & Le Roux, A 2001. The challenge of quality and relevance in South African Education: A philosophical perspective. In: *South African Journal of Education*, 21(4).

Le Roux, A. & Coetzee, D. 2001. Anti-democratic tendencies in the reconstruction of South African education. In: *South African Journal of Education*, 21(1).

Le Roux A. 2001. African Renaissance: a quest for the transformation and Africanisation of South African education. In: *South African Journal of Education*, 21(1).

2000

Le Roux, A. 2000. The reconstruction of educational institutions: a review of Popper’s social piecemeal engineering. In: *South African Journal of Education*, 20(1).

1999

Le Roux, A. 1999. Die belangrikheid van die struktuur-rigtingonderskeid vir onderwystransformasie. (The importance of the discernment between structure and direction for educational transformation.) In: *Journal for Christian Scholarship*, 3rd & 4th term.

Coetzee, D. & Le Roux, A. 1998. Democratic principles and education in South Africa. In:
Journal for Christian Scholarship, 1st & 2nd term

Le Roux A. 1998. Sphere-sovereignty as a prerequisite for democratic education in an open
South Africa. In: *Journal for Christian Scholarship*, 3rd & 4th term.

1997

Le Roux A. & Coetzee D. 1997. Structures of domination in present day education: exposure,
re-creation and/or creation? In: *Journal for Christian Scholarship*, 3rd & 4th term.