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	2/18-1	COMBRINCK, C Use of <u>Rasch competency bands</u> for reporting criterion-referenced feedback and curriculum-standards attainment. <i>Perspectives in Education, 34(4). 2016, pp 62-87</i>
	3/18-1	KANJEE, A <u>Standards-based</u> approach for reporting assessment results in South Africa. <i>Perspectives in Education, 34(4). 2016, pp 29-51</i>
AUTISM	4/18-1	DE JAGER, P <u>Influence of executive function challenges</u> on the behavioural adaptation of one learner with autism spectrum disorder: explores the influence of executive function (EF) challenges experienced by one learner with ASD on his behavioural adaptation in an inclusive school environment. <i>SA Journal of Childhood Education, 7(1), 17, 11 pp</i>
	5/18-1	ROOT, J R <u>Schema-based instruction</u> with concrete and virtual manipulatives to teach problem solving to students with Autism. <i>Remedial and Special Education, 38(1), Jan/Feb 17, pp 42-52</i>
BULLYING	6/18-1	BLAKE, J J <u>Predictors</u> of bullying behaviour, victimisation and bully-victim risk among high school students with disabilities. <i>Remedial and Special Education, 37(5), Sep/Oct 16, pp 285-295</i>
ECD	7/18-1	AUBREY, C <u>Sources of inequality in South African</u> early child development services: examine critically South African early child development (ECD) in order to uncover some of the challenges that lie ahead in creating a more equitable future for its youngest children. <i>SA Journal of Childhood Education, 7(1), 17, 9 pp</i>
ENERGY	8/18-1	PALLANT, A Future of energy: having students <u>compare the effects of different energy sources</u> on the environment. <i>Science Teacher, 84(3), Mar 17, pp 61-68</i>
EVOLUTION	9/18-1	HERMANN, R S Staying within the law: <u>legal implications</u> of teaching evolution. <i>Science Teacher, 84(2), Feb 17, pp 57-61</i>

GAMES	10/18-1	BAFTA Games: no longer just child's play? Encouraging <u>games creation can develop</u> vital skills and propel careers development. <i>Creative Teaching and Learning, 7(2), 17, pp 24-28</i>
HOMEWORK	11/18-1	VATTEROTT, C One-size-doesn't-fit-all homework: <u>individualized</u> homework can put new life in assignments. <i>Educational Leadership, 74(6), Mar 17, pp 34-39</i>
ICT	12/18-1	CHIVERTON, S <u>Cell phones</u> for low-resource environments: detailed descriptions of activities using cell phones - of various types - in English language classes. <i>English Teaching Forum, 55(2), 17, pp 2-13</i>
	13/18-1	MIHAI, M Leerders se ervarings tydens <u>blogging</u> in 'n Afrikaansklas: een van die moontlike maniere waarop 'n rekenaar in 'n Afrikaansklas gebruik kan word, met die doel om integrasie tussen die verskillende leerareas te bevorder (<i>Learners' experiences while blogging in an Afrikaans class</i>). <i>Tydskrif vir Geesteswetenskappe, 57(1), Mar 17, pp 205-221</i>
INCLUSION	14/18-1	BOROSON, B Inclusive education: lessons from history: how has education <u>evolved from exclusion to inclusion</u> , from judgment to acceptance, and from disability to difference? <i>Educational Leadership, 74(7), Apr 17, pp 18-23</i>
	15/18-1	GIANGRECO, M F Expanding opportunities for students with intellectual disability: these <u>six actions can move students</u> from limited access to the supported inclusion they deserve. <i>Educational Leadership, 74(7), Apr 17, pp 52-57</i>
LANGUAGES	16/18-1	MALU, K F Creating cartoons: a learner-centered approach to comprehending texts: the technique of <u>having learners create cartoons based on a reading passage to explore their understanding</u> of the passage and to help teachers reflect on what the learners comprehended (English foreign language). <i>English Teaching Forum, 55(2), 17, pp 28-31</i>
LEARNING	17/18-1	CARTER, K Five dispositions for personalization: it's teachers' responsibility to cultivate the conditions that make <u>personalized learning possible</u> . <i>Educational Leadership, 74(6), Mar 17, pp 75-78</i>
	18/18-1	TOMLINSON, C A Let's celebrate personalization: but not too fast: asking <u>crucial questions about implementing personalized learning</u> will help you capture its power for your unique context. <i>Educational Leadership, 74(6), Mar 17, pp 10-15</i>
LITERACY	19/18-1	ANON What the new literacy landscape means for students and teachers: literacy <u>in the Information Age</u> creates new challenges as it radically expands opportunities. <i>Creative Teaching and Learning, 6(4) & 7(1), 16/17, pp 106-108</i>
	20/18-1	GILMORE, B <u>10 Ways to promote a culture of literacy</u> : a principal offers strategies to create a love of reading and writing school wide. <i>Educational Leadership, 74(5), Feb 17, pp 72-76</i>

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	22/18-1	<p>JACKSON, P <u>One hand counting</u>: count to ten on one hand and up to 99 with two hands. <i>Mathematics in School, 46(1), Jan 17, pp 32-33</i></p>
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RESEARCH	24/18-1	<p>COYNE, M D Recommendations for <u>replication research in special education</u>: a framework of systemic, conceptual replications. <i>Remedial and Special Education, 37(4), Jul/Aug 16, pp 244-253</i></p>
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STORIES	26/18-1	<p>DAVIES, A Storytelling in the classroom: stories are something we tend to associate with literacy lessons, however they can be <u>used in a variety of different subjects</u> in order to engage students – even helping them to grasp data handling! <i>Creative Teaching and Learning, 6(4) & 7(1), 16/17, pp 84-89</i></p>
THINKING	27/18-1	<p>CUTLER, K M Permission to ponder: the <u>Visual Thinking Strategies protocol helps students</u> slow down and think deeply as they talk, listen, and reflect. <i>Educational Leadership, 74(5), Feb 17, pp 52-58</i></p>