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ACHIEVEMENT	1/18-4	RAMRATHAN, L Learner poor performance: provoking Bourdieu key concepts in analysing school education in SA. <i>Southern African Review of Education with Education with Production, 23(1), Oct 17, pp 23-36</i>
ARTS & CULTURE	2/18-4	BOWEN, D H Art of partnerships: community resources for arts education. <i>Phi Delta Kappan, 98(7), Apr 17, pp 8-14</i>
ARTS & CULTURE	3/18-4	HELLER, R On the goals and outcomes of arts education: an interview with Lois Hetland <i>Phi Delta Kappan, 98(7), Apr 17, pp 15-20</i>
ASSESSMENT	4/18-4	CASSIE, J Playing games with formative assessment: using gamified assessment, educators can provide low-stakes, engaging environments to learn where students need help. <i>Educational Leadership, 75(5), Feb 18, pp 58-63</i>
	5/18-4	WREN, D Mission impossible: measuring critical thinking and problem solving. <i>Educational Leadership, 75(5), Feb 18, pp 70-75</i>
AUTISM	6/18-4	BARTON, E E Technology-aided instruction and intervention for students with ASD: a meta-analysis using novel methods of estimating effect sizes for single-case research. <i>Remedial and Special Education, 38(6), Nov/Dec 17, pp 371-386</i>
BULLYING	7/18-4	BROWN, C F Cyber victimization in high school: measurement, overlap with face-to-face victimization, and associations with social-emotional outcomes. <i>School Psychology Review, 46(3), Sep 17, pp 288-303</i>
COMMUNITIES	8/18-4	HAMMERNES, K What does it take to sustain a productive partnership in education? : since 2004, eight of New York City's leading cultural institutions – including museums, zoos and botanical gardens – have worked with the New York City Department of Education to support effective science instruction in the city's middle schools. <i>Phi Delta Kappan, 99(1), Sep 17, pp 15-20</i>
CRIME	9/18-4	LE MESTREL, M Corruption: drawing a line in the grey zone. <i>Human Capitol Review, Feb 2018, 2p</i>
DISABILITY	10/18-4	PENNINGTON, R C Evaluation of procedures for teaching students with moderate to severe disabilities to write sentences. <i>Remedial and Special Education, 39(1), Jan/Feb 18, pp 27-38</i>
	11/18-4	SCHAEFER, J M Effects of peer support arrangement across instructional formats and environments for students with severe disabilities. <i>Remedial and Special Education, 39(1), Jan/Feb 18, pp 3-14</i>
DRUG ABUSE	12/18-4	WELSH, J W Opioid epidemic: 7 things educators need to know ... help prevent and respond to substance use in their schools. <i>Educational Leadership, 75(4), Dec 17/Jan 18, pp 18-22</i>
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		Transformation of teaching quality in secondary school education: teachers' conception. <i>Perspective in Education, 35(2), 2017, pp 60-72</i>
EDUCATION: countries	14/18-4	NNADOZIE, V Alternative pathways universal basic education: through the lens of Almajiri nomadic schooling in northern Nigeria. <i>Southern African Review of Education with Education with Production, 23(1), Oct 17, pp 105-120</i>
HEALTH: injuries	15/18-4	WHITLOCK, J Hurting from the inside out: understanding self-injury. <i>Educational Leadership, 75(4), Dec 17/Jan 18, pp 24-30</i>
HUMAN RESOURCES	16/18-4	WILTER, J Getting onboarding right – guidelines, tools and templates: can greatly enhance job satisfaction, retention and job engagement. <i>Human Capital Review, Jan 14, 2pp</i>
LANGUAGE	17/18-4	BRINK, N Hoe jong Afrikaanssprekende kinders betekenis aan hul vroeë taalgebruik verbind (The way in which young Afrikaans children connect meaning to their early vocabulary). <i>Tydskrif vir Geesteswetenskappe, 57(4), Des 17, pp 1012-1036</i>
	18/18-4	MALEBESE, M L Socially inclusive teaching strategy for transforming the teaching of English first additional language in such a manner that the imbalances that past oppressive regimes brought into the teaching and learning of a second language, EFAL in this case, is challenged and possibly reversed. <i>Perspective in Education, 35(2), 2017, pp 16-29</i>
LEADERSHIP	19/18-4	WOODWARD, I C Three altitudes of leadership: leaders must cultivate the seamless ability to mix forward-vision thinking, tactical execution and self-awareness – across the altitudes of leadership. <i>Human Capitol Review, Nov 2017, 2p</i>
LEARNING	20/18-4	KRUEGER, N Owning their learning: how student-centered learning is delivering on its promises. <i>Empowered Learner, Jan 2018, pp 26-32</i>
LITERACY: information	21/18-4	SMITH, M D Arming students against bad information: in the age of fake news, teachers in every subject area should redouble their efforts to help students distinguish between credible and deceptive sources of information. <i>Phi Delta Kappan, 99(3), Oct 17, pp 56-58</i>
LITERACY: media	22/18-4	HOBBS, R Teaching and learning in a post-truth world: it's time for schools to upgrade and reinvest in media literacy. <i>Educational Leadership, 75(3), Nov 17, pp 26-31</i>
LITERACY: visual	23/18-4	CAPPELLO, M Considering visual text complexity: a guide for teachers: carefully and intentionally choose images for instructional practice and consider visual text complexity. <i>Reading Teacher, 70(6), May/June 17, pp 733-739</i>
MATHS	24/18-4	FLYNN, M From answer-getters to problem solvers: three-act tasks foster deeper thinking and greater engagement in math class. <i>Educational Leadership, 75(2), Oct 17, pp 26-31</i>
	25/18-4	SHERMAN, K Math word problems: reading math situations from the start: closely reading math word problems and identifying their text type helps most students more efficiently solve them. <i>Reading Teacher, 70(4), Jan/Feb 17, pp 473-477</i>
	26/18-4	WEISS, I Nothing matters: how the invention of zero helped create modern mathematics. <i>Quest, 13(4), 2017, pp 34-35</i>
PARENTS	27/18-4	CHOI, J Why I'm not involved: parental involvement from a parent's perspective.

		<i>Phi Delta Kappan, 99(3), Oct 17, pp 46-49</i>
PEERS	28/18-4	REILLY, K A Observing peers develops practice, changes culture: sceptical teachers learn that peer observations can provide learning opportunities for both parties and shift school cultures too. <i>Phi Delta Kappan, 98(6), Mar 17, pp 13-18</i>
PHYSICAL EDUCATION	29/18-4	LINDT, S F Movement and learning in elementary school: integrating physical activity into elementary school lessons in reading, math and other subjects can boost students' academic learning, while also helping them meet goals for physical education. <i>Phi Delta Kappan, 98(7), Apr 17, pp 34-37</i>
PHYSICS	30/18-4	SAFADI, R Designing efficient self-diagnosis activities in the Physics classroom: examine its effects in advancing students' learning in Physics. <i>Physics Teacher, 55(9), Dec 17, pp 575-579</i>
	31/18-4	SOJOURNER, E J Let's get physical: teaching Physics through gymnastics. <i>Physics Teacher, 56(1), Jan 18, pp 43-46</i>
PRINCIPALS	32/18-4	MURPHY, J Positive school leadership: how the professional standards for educational leaders can be brought to life. <i>Phi Delta Kappan, 99(1), Sep 17, pp 21-24</i>
PROBLEM-SOLVING	33/18-4	BEGHETTO, R A Inviting uncertainty into the classroom: five strategies to help students respond well to uncertainty – and foster complex problem-solving skills. <i>Educational Leadership, 75(2), Oct 17, pp 20-25</i>
	34/18-4	HARPER, C Steam powered classroom: an instructional coach makes a bold case for integrating problem-based learning across the curriculum. <i>Educational Leadership, 75(2), Oct 17, pp 70-74</i>
PROFESSIONAL DEVELOPMENT	35/18-4	BASSON, M Professionele ontwikkeling vir Afrikaans Huistaalonderwysers ter bevordering van leesbegrip van niemoedertaalsprekers (Professional development of Afrikaans Home Language teachers to enhance reading comprehension of non-mother-tongue speakers) <i>Tydskrif vir Geesteswetenskappe, 57(4), Des 17, pp 1037-1056</i>
	36/18-4	LINTON, J N Edcamps are for principals, too: new model for professional development known as Edcamp – featuring informal conversations about problems of practice – offers a powerful opportunity for school principals to connect, learn and recharge their batteries. <i>Phi Delta Kappan, 99(3), Oct 17, pp 42-45</i>
RACISM	37/18-4	HOOVEN, J Never too early to learn: anti-bias education for young children: important lessons about race, diversity and equity can and should be taught to children in early childhood and preschool settings. <i>Phi Delta Kappan, 99(5), Feb 18, pp 61-66</i>
	38/18-4	NTSHOE, I Resegregation and recreation of racism in education in a post-apartheid setting. <i>Southern African Review of Education with Education with Production, 23(1), Oct 17, pp 70-90</i>
READING	39/18-4	BATES, C C E-books and e-book apps: considerations for beginning readers: points to consider when selecting digital text for beginning reading instruction. <i>Reading Teacher, 70(4), Jan/Feb 17, pp 401-411</i>
	40/18-4	GILMORE, B 10 ways to promote a culture of literacy: 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>
	41/18-4	LEMOV, D How knowledge powers reading: to help students master nonfiction, we must design

		instruction that builds their background knowledge. <i>Educational Leadership, 74(5), Feb 17, pp 10-16</i>
	42/18-4	RASINSKI, T V Readers who struggle: why many struggle and a modest proposal for improving their reading. <i>Reading Teacher, 70(5), Mar/Apr 17, pp 519-524</i>
	43/18-4	WOLTER, D Moving readers from struggling to proficient: changing teaching practices can help children build new relationships with books and improve their reading ability. <i>Phi Delta Kappan, 99(1), Sep 17, pp 37-39</i>
SCHOOLS: effective	44/18-4	ELGART, M A Can schools meet the promise of continuous improvement? : new research offers insights on how leaders can actually make continuous improvement work. <i>Phi Delta Kappan, 99(4), Dec 17/Jan 18, pp 54-59</i>
	45/18-4	SCHNEIDER, J Building a better measure of school quality: a new framework for measuring school quality represents a fuller picture of what people care about in a school. <i>Phi Delta Kappan, 98(7), Apr 17, pp 43-48</i>
SCIENCE	46/18-4	BROOKS, H Working as a team: students take turns playing different roles to learn the essential skill of collaboration. <i>Science Teacher, 84(8), Nov 17, pp 52-56</i>
	47/18-4	CLARK, S K Integrating science inquiry and literacy instruction for young children: how to design innovative, stimulating and enriching science and literacy experiences for young students. <i>Reading Teacher, 70(6), May/June 17, pp 701-710</i>
	48/18-4	EL-HELOU, J Reflective writing for a better understanding of scientific concepts in high school. <i>Physics Teacher, 56(2), Feb 18, pp 88-91</i>
	49/18-4	OWENS, D C Controversial issues in the science classroom: teaching students how to consider some of the most difficult science issues of our time will better prepare them to be scientifically literate citizens. <i>Phi Delta Kappan, 99(4), Dec 17/Jan 18, pp 45-49</i>
	50/18-4	TRIMBLE, L Creating science websites: a website design project challenges students' creativity and motivates them to learn. <i>Science Teacher, 84(9), Dec 17, pp 25-30</i>
SGB	51/18-4	DUKU, N Relevance of the school governance body to the effective decolonisation of education in South Africa. <i>Perspective in Education, 35(2), 2017, pp 112-125</i>
SOCIAL MEDIA	52/18-4	KRUTKA, D G Digital citizenship in the curriculum: educators can support strong visions of citizenship by teaching with and about social media. <i>Educational Leadership, 75(3), Nov 17, pp 50-55</i>
	53/18-4	ROSEN, L D Distracted student mind – enhancing its focus and attention: just how big of a problem is digital distraction and hoe can educators respond? <i>Phi Delta Kappan, 99(2), Oct 17, pp 8-14</i>
STRESS	54/18-4	SPIEGEL, E J Managing stress for at-risk students: a Massachusetts school that specialises in educating highly stressed adolescents offers lessons that could benefit all classrooms. <i>Phi Delta Kappan, 98(6), Mar 17, pp 42-46</i>
SUICIDE	55/18-4	SCHIRO, T Getting real about suicide prevention: educators can recognise warning signs, spread awareness, fight the stigma and save lives. <i>Educational Leadership, 75(4), Dec 17/Jan 18, pp 70-73</i>
TEACHERS	56/18-4	AWKARD, T Power of reflective action to build teacher efficacy: personal assessments backed up

		by observations and feedback can enable teachers to reflect on and improve their classroom practices. <i>Phi Delta Kappan, 98(6), Mar 17, pp 53-57</i>
	57/18-4	CARRIM, N From teachers to teaching: locating teachers in the post-apartheid South African education system. <i>Southern African Review of Education with Education with Production, 23(1), Oct 17, pp 9-22</i>
	58/18-4	FERGUSON, K Using simulation to teach reading assessment to pre-service teachers. <i>Reading Teacher, 70(5), Mar/Apr 17, pp 561-569</i>
	59/18-4	PODOLSKY, A Sticky schools: how to find and keep teachers in the classroom. <i>Phi Delta Kappan, 98(8), May 17, pp 19-25</i>
	60/18-4	WETZEL, M M Retrospective video analysis: a reflective tool for teachers and teacher educators: helps teachers develop their own tools for refining their literacy teaching practices. <i>Reading Teacher, 70(5), Mar/Apr 17, pp 533-542</i>
TEACHING	61/18-4	DEGENER, S Complex questions promote complex thinking: intermediate-grade students will answer complex questions – if we ask them! <i>Reading Teacher, 70(5), Mar/Apr 17, pp 595-599</i>
	62/18-4	PARKER, F To engage students, give them meaningful choices in the classroom: teachers should structure learning scenarios that equip students with opportunities to strengthen their autonomy, competence and relatedness. <i>Phi Delta Kappan, 99(2), Oct 17, pp 37-41</i>
	63/18-4	SANTORI, D Do text-dependent questions need to be teacher-dependent? : close reading from another angle: discover ways to support elementary students' text-based inquiries and foster close reading of narrative and informational texts. <i>Reading Teacher, 70(6), May/Jun 17, pp 649-657</i>
	64/18-4	SNELLING, J Workforce of the future: how do we prepare today's learners for tomorrow's jobs? <i>Empowered Learner, Jan 2018, pp 14-21</i>
THINKING	65/18-4	CUTLER, K M Permission to ponder: the visual thinking strategies protocol helps students slow down and think deeply as they talk, listen and reflect. <i>Educational Leadership, 74(5), Feb 17, pp 52-58</i>
TRAUMA	66/18-4	TERRASI, S Trauma and learning in America's classrooms: all teachers confront the need to create safe and supportive environments for students who have had adverse childhood experiences. <i>Phi Delta Kappan, 98(6), Mar 17, pp 35-41</i>
WOMEN	67/18-4	VAN DER MERWE, H Aard en hantering van vooroordeel teen vroulike skoolleierskap in gedepriveerde gemeenskappe: bedreigings, benaderings, behoud (Prejudice against female school leadership within the context of multiple deprivations: threats, approaches, survival) <i>Tydskrif vir Geesteswetenskappe, 57(4), Des 17, pp 924-938</i>
WRITING	68/18-4	GALLAGHER, J Writing journey: a California school district provides a case study in how to improve student writing across the curriculum. <i>Educational Leadership, 74(5), Feb 17, pp 24-29</i>
	69/18-4	ZUMBRUNN, S Student experiences with writing: taking the temperature of the classroom: students' literacy experiences and beliefs can have profound effects on their motivation, engagement and learning – explore tools to better understand students' writing experiences. <i>Reading Teacher, 70(6), May/Jun 17, pp 667-677</i>