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ACHIEVEMENT	1/21-1	BESTER, G Influence of additional educational support on poverty-stricken adolescents' resilience and academic performance. <i>Africa Education Review, 17(3), Jan 20, pp 158-174</i>
COVID-19	2/21-1	JOHNSTON, L What happened to learning during the lockdown In Leeds? : the digital divide is deeply affecting children, families and teachers. <i>School Leadership Today, 10(5), Dec 20, 4pp</i>
	3/21-1	KRUEGER, N Shift that shook education: how we fared when Covid-19 forced us to reinvent learning. <i>Empowered Learner, 4(1), Jul 20, pp 23-34</i>
	4/21-1	PINCUS, R COVID-19's effect on students: how school counsellors rise to the rescue. <i>NASSP Bulletin, 104(4), Dec 20, pp 241-256</i>
	5/21-1	RANGLES, J P Interview Pamela Cantor, MD: child psychiatrist discusses stress, resilience and the needs of students in a post-Covid-19 world. <i>Empowered Learner, 4(1), Jul 20, pp 10-18</i>
DISABILITY	6/21-1	KOMOLAFE, A F Assistive technology and learning outcome of students with visual impairment in social studies among inclusive schools in Nigeria. <i>Journal of Education Research and Rural Community Development, 2(1), Jan 20, pp 11-20</i>
DISCIPLINE	7/21-1	AMA, H A Stakeholders' perceptions of their roles in enhancing discipline in rural community schools (Nigeria). <i>Journal of Education Research and Rural Community Development, 2(2), Jan 20, pp 1-18</i>
EDUCATION	8/21-1	FATAAR, A Emergence of an education policy dispositif in South Africa: an analysis of educational discourses associated with the fourth industrial revolution. <i>Journal of Education, no 80, 2020, pp 5-24</i>
	9/21-1	HAYNES-MENDEZ, K Cultivating cultural humility in education: an important goal for transformation of education is undoing the inequities in the system and fully engaging with the entire community being served. <i>Childhood Education, 96(3), May/Jun 20, pp 22-29</i>
ICT	10/21-1	CHISANGO, G Teachers' perceptions of adopting information and communication technologies in teaching and learning at rural secondary schools in Eastern cape, South Africa. <i>Africa Education Review, 17(2), Jan 20, pp 1-19</i>
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		Exploring the influence of educators' access to and attitudes towards educational technology on the use of educational technology in Johannesburg schools. <i>Africa Education Review, 17(1), Jan 20, pp 159-180</i>
	12/21-1	MSIZA, G M Implementation of an e-learning project in the Tshwane South District: examining the state of readiness of teachers and learners. <i>Journal of Educational Studies, 18(2), Jan 19, pp 99-110</i>
LANGUAGE	13/21-1	DE LANGE, M M Why the English Home Language Curriculum and Assessment Policy Statement will not improve learners' reading comprehension. <i>Reading & Writing, 11(1), 20, 9pp</i>
	14/21-1	HURST-HAROSH, E They even speak tsotsitaal with their teachers at school: the use (and abuse) of African urban youth languages in educational contexts. <i>Africa Education Review, 17(1), Jan 20, pp 35-50</i>
	15/21-1	SIBANDA, R Mother-tongue education in a multilingual township: possibilities for recognising <i>lok'shin</i> [township]lingua in South Africa. <i>Reading & Writing, 10(1), 19, 10pp</i>
LEARNING	16/21-1	AGARWAL, P K Retrieval practice: a power tool for lasting learning: research in cognitive psychology shows that getting students to pull information from their memory is key to long-term transfer. <i>Educational Leadership, 77(8), May 20, pp 76-81</i>
MATHEMATICS	17/21-1	DYSON, N I Fraction sense intervention for sixth graders with or at risk for mathematics difficulties. <i>Remedial and Special Education, 41(4), Jul/Aug 20, pp 244-254</i>
MULTIGRADE	18/21-1	MSIMANGA, M R Teaching and learning in multi-grade classrooms: the LEPO framework. <i>Africa Education Review, 17(3), Jan 20, pp 123-141</i>
PARENTS	19/21-1	JACOBS, C Their capital has value, too: exploring parental educational support in low-socioeconomic single-mother families. <i>Journal of Education, no 80, 2020, pp 160-175</i>
PHYSICAL EDUCATION	20/21-1	ZELLER, D Experiences of sport coordinators in a physical education professional development programme: many facilitators responsible for the delivery of PE in South African schools possibly lack the requisite specialist skills for effective PE delivery. <i>African Journal for Physical Activity and Health Sciences, 26(2), Jun 20, pp 212-226</i>
PROFESSIONAL DEVELOPMENT	21/21-1	MAEBANA, M E Reflections on workshops as a model for an ongoing professional teacher development for inclusive education in Limpopo Province, South Africa. <i>Journal of Educational Studies, 18(2), Jan 19, pp 66-83</i>
	22/21-1	NGWENYA, J Choosing self-professional teacher development strategies: a case study of three rural teachers. <i>Journal of Educational Studies, 18(2), Jan 19, pp 84-98</i>
READING	23/21-1	OLIFANT, T Critical reading perceptions and practices of English First Additional Language learners in Gauteng, Tshwane South district. <i>Reading & Writing, 11(1), 20, 11pp</i>
	24/21-1	OLIFANT, T Teachers' perceptions of Grades 8–10 English First Additional Language learners' reading habits, attitudes and motivation. <i>Reading & Writing, 10(1), 19, 11pp</i>
SCHOOL PRINCIPALS	25/21-1	GILBRIDE, N Are headteachers adult enough to do the job? Research shows that heads often lack the emotional maturity to carry out their roles. Most heads need training in Adult Ego Development.

		<i>Professional Development Today,21(2), Jun 20, 9pp</i>
	26/21-1	GORDON, S P Principal development pipeline: a call for collaboration: identifies 10 phases of the principal development pipeline, some of which are seldom acknowledged and many of which are inadequately addressed. <i>NASSP Bulletin, 104(2), Jun 20, pp 61-84</i>
SCHOOL SAFETY	27/21-1	HANAYA, A Teacher agency in South African education policy related to school safety. <i>Africa Education Review, 17(1), Jan 20, pp 1-17</i>
SCHOOLS (effective)	28/21-1	KILLICK, R Can outstanding schools ever bottle their success? : analyse an innovative project called Growing The Top, in which the senior leaders of trios of outstanding schools pooled knowledge and expertise to find solutions to systemic challenges. <i>Professional Development Today,21(2), Jun 20, 12pp</i>
SEXUAL EDUCATION	29/21-1	UBISI, L Analysing the hegemonic discourses on comprehensive sexuality education in South African schools <i>Journal of Education, 2020 Issue 81(1) 2020, pp 118-135</i>
SOCIAL MEDIA	30/21-1	SONGXABA, S L Effect of social media on English second language essay writing with special reference to WhatsApp. <i>Reading & Writing, 10(1), 19, 7pp</i>
TEACHERS	31/21-1	DE KLERK, E D Continuing the debate on teacher autonomy: a capabilities perspective <i>Journal of Education, 2020 Issue 81(1) 2020, pp 99-117</i>
TEACHERS (Student)	32/21-1	ORLAND-BARAK, L Teacher mentoring in service of pre-service teachers' learning to teach: conceptual bases, characteristics, and challenges for teacher education reform. <i>Journal of Teacher Education, 72(1), Jan-Feb 21, pp 86-99</i>
TEACHING	33/21-1	McCONCHIE, L Teaching to the whole brain: incorporate strategies into your teaching that will engage all areas of the brain. <i>Educational Leadership, 77(8), May 20, pp 60-65</i>
	34/21-1	OSTROFF, W L Empowering children through dialogue and discussion: done thoughtfully, classroom dialogue is a natural way to help young children think and learn. <i>Educational Leadership, 77(7), Apr 20, pp 14-20</i>
	35/21-1	WIGGINS, A Better way to assess discussions: when teachers give a group grade for discussions, students focus on collaboration – not “airtime”. <i>Educational Leadership, 77(7), Apr 20, pp 34-38</i>
TECHNOLOGY	36/21-1	MILLER, S C Engaging technology in elementary school: Flipgrid's potential: an online video response platform developed by a professor for his class, has the power to change how students engage in course material. <i>Childhood Education, 96(3), May/Jun 20, pp 62-69</i>
	37/21-1	SARTOR, V Digital age pedagogy: easily enhance your teaching practice with technology. <i>English Teaching Forum, 58(3), 20, pp 2-9</i>
VIOLENCE	38/21-1	GORDON, M Tiny teachers: empathy experiences to break the cycle of violence: calls for innovation in education often focus on the need to prepare students for the future. ensuring that we are supporting their empathy for others is an often overlooked, but critical, aspect of that preparation. <i>Childhood Education, 96(2), Mar/Apr 20, pp 14-21</i>
	39/21-1	VENTER, R Learners' and educators' perceptions of gang involvement in Western Cape. <i>Africa Education Review, 17(1), Jan 20, pp 51-65</i>