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ASSESSMENT	1/22-4	LEAT, D Rethinking and improving feedback: formative assessment and feedback, drawing on evidence from across the world . . . how feedback can be refined and improved and provide examples and guidance. <i>Creative Teaching & Learning, 11(2), 22, 18 pp</i>
AUTISM	2/22-4	BARNETT, J E H Serving students with autism: ensuring a place for applied behaviour analysis. <i>Phi Delta Kappan, 103(6), Mar 22; pp 27-31</i>
BARRIERS	3/22-4	BLESSED-SAYAH, S Social psychological perspective on schooling for migrant children: a case within a public secondary school in South Africa. <i>Journal of Education, Issue 86, 2022, pp 142-161</i>
BULLYING (workplace)	4/22-4	BERNSTEIN, C Qualitative exploration of workplace demands, resources and bullying among teachers in South African schools: implications for individual and organisational well-being. <i>SA Journal of Education, 42(2), May 22, 9 pp</i>
CHILD DEVELOPMENT	5/22-4	HARRIS, K I Caring for the heart and souls of young children: acknowledging spiritual intelligence. <i>Childhood Education, 98(1), Jan/Feb 22, pp 22-30</i>
COVID-19	6/22-4	BARNETT, B Educators as agents of hope: as teachers plant seeds of hope in their classrooms, principals must take the lead in creating a school culture where those seeds can grow. School leaders who care about equity have long had reason to be concerned about how hopelessness might take hold among students living in under-resourced communities, and the COVID-19 pandemic has raised the stakes even more. <i>Phi Delta Kappan, 103(7), Apr 22; pp 38-42</i>
ECD	7/22-4	CHEN, J J Facilitating pre-schoolers' emergent literacy development through a digital library. <i>Childhood Education, 98(1), Jan/Feb 22, pp 64-72</i>
ECD (quality)	8/22-4	AINA, A Y Accessing resources that promote quality education for young children: experience of early childhood development centres' principals. <i>Perspectives in Education, 40(2), 22, pp 113-128</i>
EDUCATION	9/22-4	ZHAO, Y Could the pandemic change education for the better? : Our recent experience has the potential to alter the "one-to-many" model of education. <i>Educational Leadership, 79(1), Sep 21, 4 pp</i>
E-LEARNING	10/22-4	ERAZO, B Online double-communication lines to enhance student interaction: you can do it by using breakout rooms in Zoom or a similar app. <i>English Teaching Forum, 60(2), 22, pp 20-23</i>

FOURTH INDUSTRIAL REVOLUTION (and education)	11/22-4	CARRIM, N 4IR in South Africa and some of its educational implications. <i>Journal of Education, Issue 86, 2022, pp 3-20</i>
INCLUSION	12/22-4	RAMANGO, S P Conceptualising a framework for school leaders as they foster an inclusive education culture in schools: the need to identify and address South African school leaders' challenges in developing an inclusive education culture frames the purpose of this study. <i>Journal of Education, Issue 86, 2022, pp 84-105</i>
LANGUAGES	13/22-4	BURROWS, K M Potential of Open Educational Resources for English language teaching and learning: from selection to adaptation. <i>English Teaching Forum, 60(2), 22, pp 2-9</i>
	14/22-4	LE PICHON, E Language friendly school: an inclusive and equitable pedagogy ... a response to the growing diversity and multilingualism present in schools around the world. <i>Childhood Education, 98(1), Jan/Feb 22, pp 42-49</i>
LEARNERS	15/22-4	DU PLOOY, L Quasi-ethnographical exploration of how young learners establish their learning practices in their environmental space: the township community and their homes. <i>Perspectives in Education, 40(2), 22, pp 52-68</i>
LITERACY (critical)	16/22-4	SIBANDA, R Learners' reading between the signs in the English second language classroom: teaching critical literacy awareness can be achieved when teachers use texts drawn from familiar contexts. <i>Reading & Writing, 13(1), 22, 10 pp</i>
MATHS	17/22-4	WANG, Y Improving mathematical reasoning – the challenge: how crucial it is for schools to make explicit plans even in lower primary settings, outlines the professional development that can be employed in support. <i>Creative Teaching & Learning, 11(2), 22, 33 pp</i>
MOTIVATION (learners)	18/22-4	ISMAIL, T Motivating Grade 12 learners at a quintile 3 secondary school in South Africa: parental involvement, affirmation, and enjoyment of subjects: knowing about such factors and applying motivational interventions at schools in poor areas affirms learners and empowers them to escape destitution, despair, cycles of illiteracy and poverty, and the bonds of a racist past. <i>Independent Journal of Teaching and Learning, 17(1), 22, pp 105 120</i>
PARENTS	19/22-4	SAMPSON, S A Helping parents during school closures and beyond: ... developed a virtual parent camp that capitalized on our backgrounds in curriculum, counselling and kinesiology. <i>Childhood Education, 98(1), Jan/Feb 22, pp 50-55</i>
	20/22-4	WILINSKI, B Uncovering new opportunities for family engagement during COVID-19: being ready to improvise helped these Michigan PreK teachers strengthen their connections to families during the pandemic. <i>Phi Delta Kappan, 103(7), Apr 22; pp 14-17</i>
PUNISHMENT	21/22-4	RAKOLOBE, K Towards a humane learner punishment: a Lesotho secondary schools' teachers perspective. <i>Perspectives in Education, 40(2), 22, pp 224-237</i>
READING	22/22-4	CEKISO, M Factors affecting Grade 6 learners' reading performance in a rural school in Maluti, South Africa: several factors, specifically, the low level of education of their parents, a home environment that is not conducive for after-school reading, the parents' socio-economic status, and non-availability of reading material at school and at home. <i>Reading & Writing, 13(1), 22, 9 pp</i>

	23/22-4	GABRIEL, R Sciences of reading instruction: when it comes to reading instruction, an "all or nothing" approach is actually <i>unscientific</i> . <i>Educational Leadership, 78(8), May 21, 31 pp</i>
READING (comprehension)	24/22-4	NTSHIKILA, N Five Grade 7 learners' understanding of comprehension skills at a quintile 5 school in South Africa: when a teacher explicitly planned and used a variety of literacy strategies to teach comprehension skills, not only did the learners enjoy the respectful discussions but this experience developed them into independent higher order thinkers. <i>Reading & Writing, 13(1), 22, 15 pp</i>
SPECIAL EDUCATION	25/22-4	WEHMEYER, M L From segregation to strengths: a personal history of special education. <i>Phi Delta Kappan, 103(6), Mar 22; pp. 8-13</i>
SUSTAINABLE DEVELOPMENT	26/22-4	BUCHBINDER, D Achieving the Sustainable Development Goals through the power of play. <i>Childhood Education, 98(2), Mar/Apr 22, pp 16-23</i>
TEACHERS	27/22-4	BILL, K Making matters worse? Covid-19 and teacher recruitment: prospective teachers share how the pandemic has affected their perceptions of teaching and their interest in entering the profession. <i>Phi Delta Kappan, 103(6), Mar 22; pp 36-40</i>
	28/22-4	MOLLO, N T Schools as learning organisations for educators in post-apartheid South Africa: an education law and policy perspective: schools as learning organisations for educators should be regulated and guided by education law and policies to ensure that educators acquire the required knowledge, skills and values. <i>Independent Journal of Teaching and Learning, 17(1), 22, pp 91-105</i>
TEACHING	29/22-4	AZAMBUJA, V Bringing the future to school: student-created content. <i>Childhood Education, 98(2), Mar/Apr 22, pp 24-33</i>
	30/22-4	ROBINSON, K Reinventing the classroom: insight into a co-learning ecosystem: ... make a shift away from the outdated hierarchical models of "teacher" and "student". <i>Childhood Education, 98(2), Mar/Apr 22, pp 56-61</i>
TECHNOLOGY	31/22-4	GLASS, G Bringing edutainment into the classroom: ... education technologies (edtech) and digital tools have immense potential to make leaning activities more interactive and fun. <i>Childhood Education, 98(2), Mar/Apr 22, pp 44-49</i>
VIOLENCE (schools)	32/22-4	EKE, C I Student leadership: participation of the representative council of learners in the management of school violence in high school <i>Perspectives in Education, 40(2), 22, pp 251-263</i>
	33/22-4	NGIDI, L Z Reducing school violence: a peace education project in KwaZulu-Natal, South Africa. <i>SA Journal of Education, 42(2), May 22, 14 pp</i>