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ACHIEVEMENT	1/23-3	BADA, S O Relationship between teachers' motivation, attitude and students' academic achievement in senior secondary schools in Bauchi Metropolis. <i>Kashere Journal of Education, 3(1), 22, pp 49-54</i>
	2/23-3	IGWEBUIKE, O Environmental variables and academic performance of junior secondary school students in basic science in Calabar South local government area of Cross River State, Nigeria. <i>Global Journal of Educational Research, 21(1), 22, pp 55-61</i>
	3/23-3	MOLAUDZI, A M Resource provisioning and implications on learner performance in schools in Limpopo Province, South Africa. <i>Africa Education Review, 19(1), May 22, pp 120-142</i>
CAREERS (guidance)	4/23-3	ANGLUM, J C We need to know more about CTE teachers: high school career and technical education teachers play a pivotal role in the success of many students, but more research about them is needed to create effective policy for CTE programs. <i>Phi Delta Kappan, 104(6), Mar 23, pp 18-23</i>
	5/23-3	VAIL, K Advantages of career learning in the early grades: a conversation with Ed Hidalgo. <i>Phi Delta Kappan, 104(6), Mar 23, pp 29-33</i>
CHEMISTRY	6/23-3	ALI, M T High school students' learning difficulties in electrochemistry: a mini review. <i>African Journal of Chemical Education, 12(2), 22, pp 202-237</i>
CLASSROOMS (management)	7/23-3	OFFEM, O Enhancing students' learning experience and satisfaction through effective classroom planning and management. <i>Global Journal of Educational Research, 21(1), 22, pp 27-33</i>
ECD	8/23-3	NEUMANN, M M Virtual, augmented, and mixed reality: benefits and barriers for early childhood education. <i>Childhood Education, 98(4), Jul/Aug 22, pp 68-72</i>
E-LEARNING	9/23-3	GOODLET, L Rise of online learning: explores the growth of on-line learning and the professional development challenge it poses. <i>Professional Development Today, 22(4), 22, 19 pp</i>
	10/23-3	MSHELIZA, I A Integration and utilization of e-learning: an approach to curriculum implementation in schools amidst Covid-19 pandemic. <i>Kashere Journal of Education, 3(2), 22, pp 59-65</i>
ICT	11/23-3	DLAMINI, R Teachers' perspectives on the integration of information and communication technology: the case of a teachers' union. <i>Africa Education Review, 19(1), May 22, pp 34-55</i>
ICT (computer studies)	12/23-3	ASUQUO, M E Comparative assessment of secondary school students' satisfaction with ICT studies: implications for managing secondary school education for global competitiveness in post Covid-19 era.

		<i>Global Journal of Educational Research, 21(1), 22, pp 1-8</i>
INCLUSION	13/23-3	KOTOR, A Teachers' levels of knowledge and attitudes towards the inclusion of children with special educational needs in regular classrooms. <i>Africa Education Review, 19(1), May 22, pp 76-102</i>
	14/23-3	SOARES, D A Practice-to-research: responding to the complexities of inclusion for students with Emotional and Behavioural Disorders with recommendations for schools: with implementation of the recommendations in this article, it is highly probable that students with EBD can be successful in inclusive settings. <i>NASSP Bulletin, 106(2), Jun 22, pp 77-108</i>
INCLUSION (gifted)	15/23-3	NTAMU, B A Identifying and catering for gifted learners in an inclusive classroom: a means of reducing delinquency, school dropout rate and increasing national development in Nigeria. <i>Global Journal of Educational Research, 21(1), 22, pp 35-46</i>
LANGUAGES	16/23-3	MHLONGO, P S Motivation for English language learning: first steps in creating a more inclusive questionnaire. <i>Per Linguam, 38(1), Aug 22, pp 118-141</i>
LEADERSHIP	17/23-3	RILEY, K What's your model of leadership? does it work – and does it matter? : drawing on findings from a research project with headteachers from three local authorities, about how the pandemic changed their minds about the nature of leadership. <i>Professional Development Today, 22(4), 22, 26 pp</i>
LEARNING	18/23-3	BERGMAN, J Mastery learning flipped: a combination of mastery and flipped learning may be a key tool in addressing learning gaps. <i>Educational Leadership, 80(3), Nov 22, pp 46-51</i>
	19/23-3	NGINDIRU, V Accelerated learning to reach children furthest behind: helping disadvantaged, over-age, out-of-school children and youth catch up to their more advantaged peers. <i>Childhood Education, 98(4), Jul/Aug 22, pp 14-21</i>
MATHS	20/23-3	LEE, J Effect of a Tier 2 multicomponent fraction intervention for fifth graders struggling with fractions. <i>Remedial and Special Education, 44(1), Feb 23, pp 28-42</i>
PARENTS	21/23-3	MORRIS, R V Treasure your family: supporting families by linking schools and community. <i>Childhood Education, 98(4), Jul/Aug 22, pp 56-60</i>
PRINCIPALS	22/23-3	CARPENTER, D Effects of principal turnover on school performance: results showed no significant differences in school performance based on turnover status or number of leadership changes. <i>NASSP Bulletin, 106(1), Mar 22, pp 55-70</i>
PROFESSIONAL DEVELOPMENT	23/23-3	BOSE, S Professional development for the science of reading: new teachers aren't always sure how to apply what they learn in the university to their own classrooms. A tiered program of support, modelled on RTI, can meet them where they are as they teach reading and literacy skills <i>Phi Delta Kappan, 104(5), Feb 23, pp 38-43</i>
	24/23-3	BUNANE, J B Teachers' perceptions on the impact of continuous professional development to promote quality teaching and learning of chemistry: a case of Rwamagana secondary schools, Rwanda. <i>African Journal of Chemical Education, 12(2), 22, pp 96-111</i>
	25/23-3	CRISP, B

		<p>What professional development works? – the research reports on two major research reports into professional development & learning and sets out the challenges for school leaders to ensure it is effective. <i>Professional Development Today, 22(4), 22, 22 pp</i></p>
	26/23-3	<p>VANLOMMEL, K How to make evidence-informed practice a day-to-day affair: we need educators to be constantly updating their skills and knowledge and evidenced-informed practice is central to this; yet it is far from universal in our schools. <i>Professional Development Today, 22(4), 22, 27 pp</i></p>
SCHOOL LIBRARIES (classroom)	27/23-3	<p>MAJA, M M Challenges faced by intermediate phase English First Additional Language teachers in establishing classroom libraries in Limpopo: the study found that there was limited relevant reading material, a lack of space for setting up a classroom library in overcrowded classrooms, teachers' lack of knowledge on organising the classroom library books and a lack of strategies on how to control the checking in and out of books. <i>Independent Journal of Teaching and Learning, 18,(1), May 23, pp 167-181</i></p>
SCHOOL MANAGEMENT	28/23-3	<p>MERA, M S Managing school administrators' effectiveness through capacity building programmes in secondary schools of Sokoto State, Nigeria. <i>Kashere Journal of Education, 3(1), 22, pp 82-90</i></p>
SCHOOLS	29/23-3	<p>COHEN, A Forces underlying the public school enrolment drop: if public schools are unable to address students' needs, more families might choose to leave, and the resulting enrolment declines could make it even more difficult for schools to serve the students who stay. <i>Phi Delta Kappan, 104(5), Feb 23, pp 30-37</i></p>
SPECIAL EDUCATION	30/23-3	<p>UMAR, M F Coping strategies of educating students with special needs in Gombe State [Nigeria]: the school counsellors should, on regular basis, help students with special needs with emotional support and anxiety alleviation techniques so that they can become less apprehensive about their future and be able to achieve success in their educational endeavours. <i>Kashere Journal of Education, 3(1), 22, pp 17-25</i></p>
TEACHERS	31/23-3	<p>DIEN, C A Teacher characteristics and effective teaching among secondary school teachers in Calabar education zone, Cross River State Nigeria. <i>Global Journal of Educational Research, 21(2), 22, pp 105-113</i></p>
	32/23-3	<p>OGUNDARE, A A Relationship between teachers' workload and students' academic performance in senior secondary schools in Irepodun Local Government, Kwara State, Nigeria: poor academic performance of students' performance is caused by teachers' workload, teachers' weariness in accomplishing their lesson, failure to teach at the pace of slow learner, failure to mark exercises and assignments given to student on time, assess to reliable books, responsibility of teachers, good management and guidance, cordial relationships between students and teachers, team work amidst the students and obedience. <i>Kashere Journal of Education, 3(2), 22, pp 17-25</i></p>
TEACHING (aids)	33/23-3	<p>AZI, A S Effects of using instructional materials on the academic performance of secondary school students in economics in Jos-North local government area of Plateau State: recommended among others that teachers should be trained and retrained through workshops, seminars and conferences in order to acquire necessary skills for the improvisation and utilization of instructional materials for teaching economics. <i>Kashere Journal of Education, 3(1), 22, pp 1-7</i></p>
TEACHING (methods)	34/23-3	<p>OGALA, A E Prognosis of project-based instructional package on public secondary school students' academic achievement in Economics in Ebonyi State, Nigeria. <i>Kashere Journal of Education, 3(2), 22, pp 48-58</i></p>