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<b>ARTIFICIAL INTELLIGENCE</b>	1/24-3	ANON <b>ChatGPT</b> under the spotlight at universities. <i>Quest, 19(1), 2023, pp 37-38</i>
	2/24-3	BINGHAM, M Approach with caution: an innovative educator reviews the impact AI could have on education. <i>Childhood Education, 99(4), Jul/Aug 23, pp 66-71</i>
	3/24-3	COLLINS, J E Policy solutions: policy questions for <b>ChatGPT</b> and artificial intelligence. <i>Phi Delta Kappan, 104(7), Apr 23, pp 60-61</i>
	4/24-3	HALL, S Will AI really transform education? : amid rising excitement about the potential of AI in EdTech, Sonja Hall at NASUWT examines the data on teachers' real experiences and suggests a more skeptical outlook for schools. <i>School Leadership Today, 12(1), Mar 24, 8 pp</i>
<b>AUTISM</b>	5/24-3	GASAMIS, C Adult talk during book reading for preschoolers with ASD: links with literacy outcomes: although there is a developing literature on the efficacy of interactive book reading (IBR) for this population, it is still unclear which aspects of IBR benefit these children and in what way. <i>Remedial and Special Education, 44(3), Jun 23, pp 197-208</i>
	6/24-3	FRIEDMAN, S Facilitating nature-based learning with autistic students. <i>Childhood Education, 99(4), Jul/Aug 23, pp 14-23</i>
<b>BARRIERS</b>	7/24-3	KAHANGWA, G School-based factors explaining poor academic performance of primary school pupils in Lushoto District, Tanzania. <i>Papers in Education and Development, 41(1), 23, pp 30-50</i>
<b>CHILDREN</b>	8/24-3	BIRKENSTOCK, A How to talk to teenagers: effective communication strategies. <i>Education Today, 17 Nov 2023, 4pp</i>
<b>COMMUNICATION</b>	9/24-3	WEISSBOARD, R Teaching students to talk across political difference: ... key role in bringing communication divides in our society. <i>Educational Leadership, 80(7), Apr 23, pp 20-26</i>
<b>ECD</b>	10/24-3	ESTERHUIZEN, S Parent-practitioner collaboration to support sustainable development in early years education. <i>Educational Research for Social Change, 12(1), Apr 23, pp 17-30</i>
	11/24-3	GABAS, C Making mistakes: children's errors as opportunities for emergent literacy learning in early childhood. <i>Reading Teacher, 76(6), May-Jun 23, pp 664-672</i>
	12/24-3	MAHADEW, A Reimagining inclusion in early childhood care and education: a posthuman perspective <i>Educational Research for Social Change, 12(1), Apr 23, pp 1-16</i>

	13/24-3	MATJOKANA, T N M Early childhood care and education policy intentions and the realities in rural areas. <i>Perspectives in Education, 41(2), Jun 23, pp 258-274</i>
	14/24-3	YOUNES, M Empowering mothers to leverage the holistic ECE picture (India): traditionally, most early childhood education (ECE) programs globally focus on the role of teachers and schools or community centres as the mode of delivery for meeting children's early learning milestones. <i>Childhood Education, 99(3), May/Jun 23, pp 14-23</i>
ECD (classrooms)	15/24-3	DE ANDRADE, V Small changes have big effects: non-structural sound absorbing <b>furnishings</b> and reverberation time in a preschool classroom. <i>Journal of Educational Studies, 22(1), May 23, pp 6-25</i>
EDUCATION	16/24-3	SMITH, J Paulo Freire, educational revolutionary. <i>Teaching Times, 7 Nov 2023, 11pp</i>
EDUCATION OUTDOOR	17/24-3	ALLAN, J How to build resilience through outdoor adventure: resilience is widely recognised as key for optimising educational outcomes – explains why outdoor adventure learning is an ideal pedagogical tool to help build resilience and adaptability in young people. <i>Creative Teaching and Learning, 12(3), Apr 24, 10 pp</i>
EMOTIONAL INTELLIGENCE	18/24-3	KANBUR, O Interaction between <b>teachers'</b> emotional intelligence and classroom management [CM]: this situation reveals that teachers who are aware of their own emotions and those of others, who can put themselves in others' shoes, and who have a developed sense of empathy have better CM skills. <i>Perspectives in Education, 41(2), Jun 23, pp 3-15</i>
FAMILIES (single-mother)	19/24-3	JACOBS, C Parental <b>educational support</b> to adolescents: exploring the role of emotional capital in low-income single-mother families in South Africa. <i>SA Journal of Education, 43(2), May 2023, 9 pp</i>
GAMES	20/24-3	CLAUSEN, D Happiness game: a board game for almost any classroom: the game is adaptable for multiple learning levels and is designed to give students practice in English. <i>English Teaching Forum, 61(1), 2023, pp 44-48</i>
GENDER	21/24-3	SPITSBERG, T Boys and the humanities: making the twain meet: are the stereotypes that have kept girls from STEM preventing boys from pursuing healing professions. <i>Phi Delta Kappan, 104(7), Apr 23, pp 12-17</i>
HUMAN RESOURCES	22/24-3	DE CLERCQ, F Competency Frameworks in the South African public service: the wrong magic bullets? <i>Journal of Public Administration, 58(2), Jun 23, pp 365-384</i>
	23/24-3	PAILE, M Cautious view of the human capital discourse and the possibility of a <b>lifelong and life-wide learning</b> public service: across distributed learning ecosystems, in concert with the Batho Pele ethos, is advanced as an accessible and far-reaching opportunity for human development in service and in society. <i>Journal of Public Administration, 58(1), Mar 23, pp 149-167</i>
HUMAN RIGHTS (children)	24/24-3	MUNONGI, L "What if we give them too much voice?": teachers' perceptions of the child's right to participation. <i>SA Journal of Education, 43(2), May 2023, 11 pp</i>
ICT	25/24-3	FILITA, N Use of information and communication technology <b>in the teaching of Sesotho</b> as a home language: poor adoption may be explained in terms of a lack of ICT training among teachers and a shortage of resources in schools. <i>Journal of Education, no 91, 2023, pp 1-14</i>

	26/24-3	HERNANDEZ, M Power of digital storytelling: digital storytelling projects provide authentic learning experiences and “uncheatable” assessments. <i>Educational Leadership, 81(4), Dec 23/Jan 24, pp 59-64</i>
	27/24-3	LARSEN, S M Learning to integrate technology in <b>early math</b> classrooms: an empowering collaborative learning experience. <i>Childhood Education, 99(4), Jul/Aug 23, pp 48-55</i>
	28/24-3	LEE, B Y Integrating iPads into early childhood classrooms: reports on a study regarding technology use in early childhood classrooms, examining how teachers working with young children under age 5 use iPads in their classrooms and determining how the use of iPads influences young children’s learning and development. <i>Childhood Education, 99(3), May/June 23, pp 58-65</i>
	29/24-3	NTSALA, S A Obstructions to the integration of ICT in English First Additional Language lessons: the case of Limpopo intermediate phase classrooms: limited time for collaborative practices; lack of ICT expertise; issues of power; poor reading competence among the learners; limited pedagogical knowledge; workload; lack of resources; network issues; and safety issues. <i>Perspectives in Education, 41(2), Jun 23, pp 233-246</i>
<b>INCLUSION</b>	30/24-3	MAREE, C Exploring teachers’ experiences in implementing the screening, identification, assessment and support policy in South Africa: reveal that a disconnect between the inclusive policy and classroom practices occurs because teachers have negative attitudes towards using the document and feel inadequately trained to implement it. <i>SA Journal of Education, 43(3), Aug 2023, 8 pp</i>
	31/24-3	MOLAPISI, G Teaching English to learners with hearing disabilities: challenges of inclusion: findings indicate that the visual materials generated all the learners’ interest ... teachers tended to overlook the basic interpersonal communication skills of learners with good hearing. <i>Journal of Educational Studies, 22(1), May 23, pp 102-120</i>
<b>LANGUAGES</b>	32/24-3	ARREGUIN, M G Interdisciplinary biliteracy sequence: aligning daily instruction with the way young bilingual children learn. <i>Childhood Education, 99(4), Jul/Aug 23, pp 40-47</i>
	33/24-3	BARLOW, R Gestalt language processing: advice on how to support your child. <i>Education Today, 17 Nov 2023, 3pp</i>
	34/24-3	MAJOLA, Y Foundation Phase teachers’ experiences with teaching Xhosa Home Language to Baca-speaking learners in Umzimkhulu. <i>Language Matters, 54(1), Mar 23, pp 102-120</i>
<b>LANGUAGES (speaking)</b>	35/24-3	AMOSUN, M D Effect of interactive book reading on speaking skills of pre-primary school children in Ibadan Metropolis in Nigeria. <i>Papers in Education and Development, 41(1), 23, pp 1-17</i>
<b>LEARNING</b>	36/24-3	SOWELL, J Making learning inclusive in digital learning environment: ways to create or modify learning materials so that they are accessible educational materials. <i>English Teaching Forum, 61(1), 2023, pp 44-48</i>
	37/24-3	TAPIA, M T <i>Aula Global</i> , a ground-breaking initiative for learning recovery: contributes to the reduction of school dropout, grade repetition, and learning poverty through the implementation of meaningful and challenging strategies that incorporate students’ different learning rhythms and multiple ways of learning. <i>Childhood Education, 99(4), Jul/Aug 23, pp 6-13</i>

<b>LIFE ORIENTATION</b>	38/24-3	SEHERRIE, A C Use of a cooperative approach to enhance learner performance in Life Orientation. <i>SA Journal of Education, 43(2), May 2023, 9 pp</i>
<b>LITERACY</b>	39/24-3	SILVER, H F Integrating literacy across the curriculum: an easy way to start: all teachers can create content-rich lessons that simultaneously develop core literacy skills. <i>Educational Leadership, 81(4), Dec 23/Jan 24, pp 47-52</i>
	40/24-3	TAYLOR, J Building literacy from birth: the skills needed for strong reading and writing are developed over a lifetime: how schools can give children and young people the strongest start possible. <i>Creative Teaching and Learning, 12(3), Apr 24, 8 pp</i>
<b>MANAGEMENT</b>	41/24-3	SIBIYA, C B Organisational variables influencing <b>strategic</b> management in public organisations: critical considerations for strategy execution. <i>Administratio Publica, 31(2), Jun 23, pp 160-182</i>
<b>MATHS</b>	42/24-3	COETZER, T Eleven Grade 1 teachers' understandings of <b>mathematical language</b> in a South African context: research concluded that language is essential to mathematics learning and that mathematics has its own register, which is acquired like any other additional language. <i>Reading &amp; Writing, 14(1), 2023, 11 pp</i>
	43/24-3	LUNETTA, K Discourse-based mathematics instruction on Grade 11 learners' mathematical proficiency in algebra topics. <i>Pythagoras, 44(1), May 23, 11 pp</i>
	44/24-3	NDEMO, Z Mitigating errors and misconceptions among Grade 11 learners in algebra through error analysis. <i>African Journal of Teacher Education and Development, 2(1), Jun 23, 11 pp</i>
	45/24-3	SHUSHU, H Experiences of mathematics <b>subject advisors</b> when conducting school support visits. <i>Perspectives in Education, 41(2), Jun 23, pp 49-61</i>
<b>MOTIVATION</b>	46/24-3	ANDERMAN, E M 'Why 'do I HAVE to learn this: students want to know the relevance of what they learn at school – educators can help them understand the 'why'. <i>Phi Delta Kappan, 105(5), Feb 24, pp 8-12</i>
	47/24-3	MILES, S Helping students to learn and grow: when teachers promote learning and mastery over grades and test scores, student engagement and motivation increases, research shows. <i>Phi Delta Kappan, 105(5), Feb 24, pp 13-18</i>
<b>PALEONTOLOGY</b>	48/24-3	PREVEC, R Tiny fossils with big story to tell. <i>Quest, 19(1), 2023, pp 26-28</i>
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<b>PHYSICAL EDUCATION</b>	50/24-3	KAHTS-KRAMER, S Professional development for physical education <b>teachers</b> : a participatory approach to identifying learning needs. <i>SA Journal of Education, 43(2), May 2023, 9 pp</i>
	51/24-3	SIAYI, J Teachers' pedagogical beliefs about teaching physical education in Tanzanian secondary schools. <i>Papers in Education and Development, 41(1), 23, pp 126-142</i>
	52/24-3	VELDSMAN, A

		Preschool teachers' understanding and use of supplementary activities to teach Physical Education. <i>African Journal for Physical Activity and Health Sciences, 29(2), Jun 23, pp 204-216</i>
<b>PLAY</b>	53/24-3	PLAY AFRICA Creating safe environments for children to play and learn: as play is crucial for fostering children's creativity, social skills, and overall well-being, barriers that impede access to play environments must be conquered. <i>Childhood Education, 100(2), Mar/Apr 2024, pp 14-19</i>
<b>PROFESSIONAL DEVELOPMENT</b>	54/24-3	MARGOLIS, A PD to promote a 'Yes! And...' mindset: the world of improv provides a model for the kind of professional development that is both engaging and relevant to teachers. <i>Phi Delta Kappan, 104(8), May 23, pp 42-46</i>
	55/24-3	MAUSBACH, A Meeting teachers where they are: typical top-down mandates found in many schools need to be replaced with processes that meet teachers where they are, helping them grow so their students can grow, too. <i>Phi Delta Kappan, 104(8), May 23, pp 25-30</i>
	56/24-3	PERRY, T What is research-informed professional development? : various forms of research can contribute to professional development: offers guidance to teachers and school leaders in understanding this research and how it can sustain high-quality teacher professional development. <i>Professional Development Today, 23(3), Mar 24, 11 pp</i>
	57/24-3	SANDHOLTZ, J H Professional development tune-up: given the time and resources invested in teacher professional development, it is important to find ways to extend positive outcomes over the long term. <i>Phi Delta Kappan, 104(8), May 23, pp 31-35</i>
	58/24-3	SCHEURMAN, G Local two-way partnership for teacher development: a middle school teacher and a university professor offer a model for how teachers and teacher educators can build an ongoing local professional laboratory. <i>Phi Delta Kappan, 104(8), May 23, pp 36-41</i>
	59/24-3	SO-OABEB, J Leadership competencies for teacher professional development: perspectives of Namibian principals, heads of departments and teachers. <i>Perspectives in Education, 41(2), Jun 23, pp 16-32</i>
<b>PROFESSIONAL LEARNING COMMUNITIES</b>	60/24-3	BAILEY, J Working across boundaries: <b>school leaders</b> redefining communities of practice through Twitter. <i>NASSP Bulletin, 107(2), Jun 23, pp 270-286</i>
<b>PROJECT</b>	61/24-3	SAAVEDRA, A R Key lessons from research about project-based teaching and learning: high-quality materials, professional learning supports and schoolwide PBL culture are markers of successful PBL programs. <i>Phi Delta Kappan, 105(5), Feb 24, pp 19-25</i>
<b>PUBLIC SERVICE</b>	62/24-3	SINGO, T A Professionalism: the quest for effective, efficient, accountable and responsive public service in South Africa. <i>Journal of Public Administration, 58(2), Jun 23, pp 385398</i>
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	64/24-3	MTAMBO, B Intermediate Phase learner performance in English: a quantitative analysis ... learner performance in the Intermediate Phase (IP) focusing on English First Additional Language (EFAL) before and after the implementation of the Primary



		School Reading Improvement Programme (PSRIP) in Johannesburg West (JW) district. <i>Reading &amp; Writing, 14(1), 2023, 11 pp</i>
	65/24-3	PARSONS, S A Where is motivation in the science of reading: a strong research base exists for the importance of motivation in learning, but that research is too often neglected in science of reading programs. <i>Phi Delta Kappan, 105(5), Feb 24, pp 32-36</i>
	66/24-3	VAN DER MESCHT, C R What are we really teaching? : the implications of including phonics instruction in group guided reading: aims of group guided reading are not achievable when phonics instruction reduces engagement with continuous text. <i>Reading &amp; Writing, 14(1), 2023, 11 pp</i>
READING (comprehension)	67/24-3	WEXLER, N Developing knowledgeable readers: building students' background knowledge in the early grades can prevent them from hitting a comprehension wall later. <i>Educational Leadership, 81(4), Dec 23/Jan 24, pp 20-26</i>
	68/24-3	WILLINGTON, D T Beyond comprehension: the research is clear – reading-comprehension strategies help students understand texts better – but they are only the first step. <i>Educational Leadership, 81(4), Dec 23/Jan 24, pp 34-40</i>
RETENTION	69/24-3	JOLOKLEH, I G Relation between grade retention and disengagement among primary school pupils in Fuamah District, Liberia. <i>East African Journal of Education and Social Sciences, 4(3), May-June 23, pp 25-29</i>
SCHOOL PRINCIPALS	70/24-3	BEYERS, R Factors that influence public school principals' professional discretion: perspectives of South African public-school principals. <i>Perspectives in Education, 41(2), Jun 23, pp 33-48</i>
	71/24-3	COMBRINCK, M Principal mentoring in one education district in the Western Cape: a case study ... to investigate mentoring as a professional developmental strategy for principals and to establish whether there was a need for a formal mentoring programme for principals and circuit managers. <i>SA Journal of Education, 43(2), May 2023, 14 pp</i>
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SEXUAL EDUCATION	74/24-3	MAHOSO, T Teachers' perceptions on teaching comprehensive sexuality education in early grades in Chipinge, Zimbabwe: teachers felt the need to be supported in the teaching of CSE in early childhood by being provided with a curriculum, appropriate professional development strategies, and teaching materials <i>Journal of Education, no 91, 2023, pp 52-69</i>
TEACHERS	75/24-3	MALEBE, C K Influence of provision of incentives by head teachers on teachers' <b>work performance</b> in public primary schools in Nakuru county, Kenya. <i>Global Journal of Educational Research, 22(2), 2023, pp 213-224</i>
	76/24-3	MROPE, G <b>Job satisfaction</b> and teachers' mobility in Momba District, Tanzania. <i>East African Journal of Education and Social Sciences, 4(3), May-June 23, pp 109-114</i>
	77/24-3	TEANE, FM Partnership as a strategy to overcome the difficulties associated with policy implementation: South African teachers' views.

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	78/24-3	TRAN, H How can school leaders <b>retain teachers</b> ? the relative importance of different administrative supports for teacher retention in different types of schools. <i>NASSP Bulletin, 107(2), Jun 23, pp 185-217</i>
<b>TEACHERS (novice)</b>	79/24-3	BERTRAM, C Systems approach to understanding novice teachers' experiences and professional learning: a more productive way to understand novice teachers' experiences is through a systems approach that engages with four nested systems that shape their practice—the system of the teacher (that encompasses their personal and professional identities and their knowledge and competences), the classroom system, the school system and the macro-educational system. <i>Journal of Education, 90, Apr 2023, pp 11-31</i>
<b>TEACHERS (student)</b>	80/24-3	PENNEFATHER, J Student teacher learning in rural contexts: challenges and opportunities: lin considering how student teachers might be prepared to teach effectively in deeply rural circumstances, with its challenges and opportunities, [the] objectives are to understand the complexity of the process of what student teachers learned and how they learned in this context. <i>Journal of Education, 90, Apr 2023, pp 87-108</i>
<b>TEACHING</b>	81/24-3	HARDMAN, J <b>Cultural taboos</b> in mediating science in a Namibian bilingual primary school: investigated the impact that cultural taboos in Namibia have on the use of language to mediate abstract concepts to children in Grade 4 – findings suggest that cultural taboos shut down dialogical interaction because they silence students who are not generally encouraged to talk about taboos with elders such as a teacher. <i>Reading &amp; Writing, 14(1), 2023, 12 pp</i>
<b>TEACHING (Aids)</b>	82/24-3	GEORGE, J Rube Goldberg Institute for Innovation & Creativity: an interview with Jennifer George, Chief Creative Officer: the “funny functionality” of Rube Goldberg machines “invites us to think more deeply about machines and mechanized processes, gadgets and technologies, and the very human ways in which we use them. <i>Childhood Education, 99(4), Jul/Aug 23, pp 32-39</i>
<b>TECHNOLOGY</b>	83/24-3	YORK, J Art of <b>coding</b> : the need for more students, from a very early age, to understand and appreciate the creative element of coding is unmistakable. <i>Childhood Education, 99(3), May/Jun 23, pp 52-57</i>
<b>THINKING</b>	84/24-3	ESTRADA, J Going beyond thinking: to develop <b>creative thinkers</b> , we need to teach students mindfulness practices that allow them to process thoughts without getting lost in them. <i>Educational Leadership, 80(7), Apr 23, pp 32-36</i>
	85/24-3	PALMER, E Getting argumentative: when students understand how to really “argue”, every class discussion can be chance for <b>critical thinking</b> . <i>Educational Leadership, 80(7), Apr 23, pp 62-66</i>
<b>VALUES</b>	86/24-3	AJAYI, E J Analysing the curriculum philosophy of equipping learners with values, and its conceptualisation for integration into life sciences teaching in South African schools. <i>Journal of Education, no 91, 2023, pp 15-46</i>
<b>WRITING</b>	87/24-3	MASWANGANYI, R L R Developing learners' writing proficiency in foundation phase: some teaching methods and strategies. <i>Journal of Educational Studies, 22(1), May 23, pp 65-84</i>