

**Welcome to the  
Graduation Ceremony  
of the  
University of Johannesburg  
31 October 2018**

**Welkom by die  
Gradeplegtigheid  
van die  
Universiteit van Johannesburg  
31 Oktober 2018**

**Le a Amogelwa  
Moletlong wa Dikapešo wa  
Yunibesithi ya Johannesburg  
31 Diphlane 2018**

**Niyamukelwa  
eMcimbini wokweThweswa kweZiqu  
weNyuvesi yaseJohannesburg  
31 kuMfumfu 2018**

# **UNIVERSITY OF JOHANNESBURG**

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Prof NS Ndebele  
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### **VICE-CHANCELLOR AND PRINCIPAL**

Prof T Marwala  
BS Eng (Case Western Reserve USA), MEng (UP), PhD (Cambridge UK)

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Prof S Sinha  
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BA, HEd, BA Hons, MA, PhD (RAU)

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### **DEPUTY VICE-CHANCELLOR: EMPLOYEES AND STUDENT AFFAIRS**

Ms KC Mketi  
BA (Bophut), BA Hons (RAU), MBL (Unisa)

### **CHIEF OPERATING OFFICER**

Prof A Swart  
NDip, NHDip (TWR), BEd, MEd (RAU), DTech (TWR)

### **GENERAL COUNSEL**

Prof PH O'Brien  
BCom, LLB, LLM, LLD (RAU)

### **SENIOR EXECUTIVE DIRECTOR IN THE VICE-CHANCELLOR'S OFFICE**

Dr N Vukuza  
BA (Fort Hare), BA Hons (Rhodes), DTE (UNISA), MA (Wits), PhD (Stellenbosch)

## **EXECUTIVE DEANS**

### **COLLEGE OF BUSINESS AND ECONOMICS**

Prof D van Lill  
BSc, BSc Hons, MSc, PhD (US)

### **FACULTY OF ART, DESIGN AND ARCHITECTURE**

Prof F Freschi  
BA (Wits), BA Hons (UCT), PhD (Wits)

### **FACULTY OF EDUCATION**

Prof SJ Gravett  
BA, HEd (PU for CHE), BEd, MEd, DEd (RAU)

### **FACULTY OF ENGINEERING AND THE BUILT ENVIRONMENT**

Prof DJ Mashao  
BSc Eng (UCT), MSc Eng (UCT), MSc AM (Brown, USA), PhD (Brown, USA)

### **FACULTY OF HEALTH SCIENCES**

Prof S Nalla (Acting)  
BSc (Wits), BSc Hons (Wits), Certificate ELLD (UJ), PhD (Wits)

### **FACULTY OF HUMANITIES**

Prof AB Broadbent  
BA, BA Hons, MPhil, PhD (Cambridge UK)

### **FACULTY OF LAW**

Prof LG Mpedi  
B Juris, LLB (Vista), LLM (RAU), LLD (UJ)

### **FACULTY OF SCIENCE**

Prof D Meyer  
BSc, BSc Hons, MSc (RAU), PhD (California USA)

# **MEMBERS OF COUNCIL**

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Mr MS Teke

## **DEPUTY CHAIRPERSON**

Ms Z Matlala (Acting)

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Mr FM Baleni  
Ms S Dlamini  
Ms K Gugushe  
Prof D Hildebrandt  
Ms X Kakana  
Mr G Khosa  
Ms B Madikizela  
Mr M Mahlasela  
Prof T Marwala  
Ms BJ Memela-Khambula  
Prof A Parekh  
Mr C Phetla  
Dr WP Rowland  
Prof A Strydom  
Dr M Tom

# **Programme**

**Wednesday, 31 October 2018 at 17:00**

To ensure good order during the ceremony all those present are requested to leave the Auditorium only after the ceremony has been concluded.

The academic procession enters the Auditorium and the members of the procession take their seats on the stage.

The choir sings Gaudeamus Igitur (or a CD is played) while those present remain standing.

The Chancellor constitutes the congregation.

Choir.

Welcome.

The relevant Executive Dean presents the candidates to the Chancellor for the conferment of a degree/diploma/certificate.

Singing of the National Anthem.

The Chancellor dissolves the congregation.

The academic procession leaves the Auditorium while those present remain standing.

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# **Lenaneo**

**Laboraro, 31 Diphaleane 2018 ka 17:00**

Go kgonthiša gore dilo di sepela ka tshwanelo nakong ya moletlo, bohle bao ba tilego moletlong ba kgopelwa go tšwa ka Holong ya kopano feela ka morago ga ge moletlo o phethilwe.

Sehlopha sa dirutegi se tsena ka Holong ya kopano gomme maloko a sehlopha se a dula ditulong tša ona sefaleng.

Khwaere e opela Gaudeamus Igitur (goba CD e tlo bapalwa) mola bao ba lego gona ba tšwela pele go ema.

Mokhanseliri o kopanya phuthego.

Khwaere.

Dikamogelo.

Hlogophethiši ya maleba ya lefapha e hlagiša dialoga go Mokhanseliri gore di newe tikrii/diploma/setifikeiti.

Go opelwa ga Koša ya Setšhaba.

Mokhanseliri o phatlalatša phuthego.

Sehlopha sa dirutegi se tšwa ka Holong ya kopano mola bao ba lego gona ba tšwela pele go ema.

# **Program**

**Woensdag, 31 Oktober 2018 om 17:00**

Ter wille van die ordelike verloop van die plegtigheid  
word alle aanwesiges vriendelik versoek  
om die Ouditorium nie voor die einde van die plegtigheid te verlaat nie.

Die akademiese prosessie kom die Ouditorium binne en neem op die verhoog plaas.  
Die koor sing Gaudeamus Igitur (of 'n CD word gespeel) terwyl die aanwesiges staan.

Die Kanselier stel die kongregasie saam.

Koor.

Verwelkoming.

Die betrokke uitvoerende dekaan stel die kandidate aan die Kanselier voor vir die  
toekenning van 'n graad/diploma/sertifikaat.

Sing van die volkslied.

Die Kanselier ontbind die kongregasie.

Terwyl die aanwesiges bly staan, verlaat die akademiese prosessie die Ouditorium.

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# **Uhlelo**

**uLwesithathu, 31 kuMfumu 2018 ngele-17:00**

Ukuze kuqinisekwe ukuthi konke kuhamba kahle ngesikhathi somcimbi, bonke abakhona  
bacelwa ukuba baphume eHholweni kuphela lapho umcimbi usuphuthuliwe.

Udwendwe lezifundiswa lungena ehholweni bese amalungu odwendwe ahlala phansi  
esiteji.

Ikwaya icula i-Gaudeamus Igitur (noma kudlalwa iCD) ngalenkathi labo abakhona  
besamile.

UShansela uhlanganisa ibandla.

Ikwaya.

Ukwamukelwa.

Izinhloko Eziyiziphathimandla ezithintekayo zethula abafundi kuShansela weNyuvesi  
ukuze bathole idigiri/idiploma/isitifiketi.

Kuculwa iHubo Lesizwe.

# Gaudeamus Igitur

Gaudeamus igitur,  
Juvenes dum sumus;  
Post iucundum iuventutem,  
Post molestam senectutem  
Nos habebit humus.

Vivat academia,  
Vivant professores,  
Vivat membrum quodlibet,  
Vivat membra quaelibet;  
Semper sint in flore!

## English

Let us rejoice, therefore,  
While we are young.  
After a pleasant youth  
After a troubling old age  
The earth will have us.

Long live the academy!  
Long live the professors!  
Long live each student;  
Long live the whole fraternity;  
For ever may they flourish!

## Sesotho sa Leboa

Ka gona, a re thabeng,  
Re sa le ba bafsa.  
Ka morago ga bofsa bjo bo bose  
Ka morago ga go tšofala mo go nago le  
mathata  
Lefase le tla ba le rena.

Phela thuto phela!  
Phelang diprofesa phelang!  
Phelang baithuti phelang;  
Phela kagišano ka botlalo phela;  
O ka re ba ka phela gabotse goyagoile!

## Afrikaans

Laat ons dan vrolik wees,  
Terwyl ons jonk is;  
Na 'n aangename jeug.  
Na 'n onaangename oudag,  
Sal die aarde ons hou.

Lank lewe die universiteit,  
Lank lewe die professore,  
Lank lewe elke student,  
Lank lewe al die studente,  
Mag hulle vir ewig hul jeug behou!

## Zulu

Ngakho, masithokoze  
Sisebasha nje.  
Emva kobumnandi bobusha  
Emva kwezinkinga zobudala  
Umhlaba uzosithatha.

Phambili ngemfundo!  
Phambili boSolwazi!  
Phambili nakuwe mfundi;  
Phambili ngenhlangano yonke;  
Maziqhubeke ngonaphakade!

# QUALIFICATIONS

## 1. **Baccalaureus Commercii** **Bachelor of Commerce**

**Achale**, Harrison Ayukobi (Human Resource Management)  
**Ali**, Nahiem Leon (Accounting)  
**Baloyi**, Ofentse Christina (Marketing Management)  
**Bolipombo**, Dominique Ilito (Marketing Management)  
**De Klerk**, Ruan (Human Resource Management)  
**Dhlamini**, Felleng Caroline (Accounting)  
**Dhlamini**, Sinenhlanhla (Human Resource Management)  
**Dlalisa**, Ayanda (Marketing Management)  
**Dosh**, Mohammedammar Altaf (Accounting)  
**Gasa**, Trevor Bafana (Accounting)  
**Gomes**, Marco Andre Ferreira De Sousa (Marketing Management)  
**Govindsamy**, Shariska (Marketing Management)  
**Hamuli**, Elie Bahati (Marketing Management)  
**Hlomuka**, Sifiso (Marketing Management)  
**Jana**, Chirag Jayesh (Accounting)  
**Jason**, Nancy Amanda (General)  
**Katzav**, Daniel Sagiitzchak (Human Resource Management)  
**Kekana**, Manko Modipadi (Marketing Management)  
**Kekana**, Tebogo Steve (Marketing Management)  
**Kgaje**, Katlego Patience (Transport Economics)  
**Kheliya**, Muhammad Rafik (Transport Economics)  
**Khumalo**, Sharon Helen (Accounting)  
**Kirkman**, Shade Shauneen (Human Resource Management)  
**Korsten**, Shaun Justin (Marketing Management)  
**Kubeka**, Delecia Maria (Marketing Management)  
**Legodi**, Princess Nomthandazo (Marketing Management)  
**Lekgogola**, Thabang Maphakge (Accounting)  
**Lowani**, Kurhula Benjamin (Human Resource Management)  
**Machinini**, Noxolo (Marketing Management)  
**Mafela**, Awelani (Human Resource Management)  
**Makgalemele**, Manketsi Martha (Transport Economics)  
**Makgopa**, Morakasako Betty (Human Resource Management)  
**Makgwale**, Lethabo Mokgadi Patricia (Accounting)  
**Malope**, Gwendeline Thato (Accounting)  
**Maphanga**, Samukelisiwe Thembeke (Human Resource Management)  
**Mashishimane**, Mosa Pearl (Accounting)



**Matlakala**, Kutlwano (Marketing Management)  
**Matsetela**, Khomotjo Linah (Accounting)  
**Maupye**, Lehlogonolo Edwina (Marketing Management)  
**Mawela**, Celester Maggy (Marketing Management)  
**Mbane**, Vuyo Itumeleng (Accounting)  
**Mbuyisa**, Fanelesbonge Thobeka (Accounting)  
**Mcallister**, Daniel Nathan (Marketing Management)  
**Mhlanga**, Nelson Mandela (Accounting)  
**Mkhwanazi**, Nothando Tresure (Human Resource Management)  
**Mlilo**, Tshepo Zoya Denzil (Accounting)  
**Mncwango**, Mangaliso Bongani Elvis (Accounting)  
**Mndlovu**, Fumani Brian (Accounting)  
**Mofokeng**, Dimakatso Josinah (Marketing Management)  
**Mokati**, Thakabanna Katleho (Accounting)  
**Moodley**, Kitanya (Marketing Management)  
**Mosoma**, Benny (Marketing Management)  
**Mphulo**, Emanuel Frans Kwatamisha (General)  
**Mthethwa**, Nobuhle Joyful (Human Resource Management)  
**Mtshali**, Simphiwe Prudence (Accounting)  
**Mtsweni**, Nhlakanipho Thandolwethu (Accounting)  
**Naidoo**, Hehshigen (Marketing Management)  
**Ndlovu**, Conrad Zuzumuzi (General)  
**Ndunge**, Kuhle (Accounting)  
**Nemanashi**, Lufuno (Accounting)  
**Ngcobo**, Simphiwe (Accounting)  
**Ngiba**, Zesizwe Sphokuhle (Marketing Management)  
**Ngqulunga**, Thobekani Mdunyiswa (Accounting)  
**Ngwenya**, Sibusiso (Accounting)  
**Nhlabathi**, Nokulunga (Accounting)  
**Nhlozi**, Smile Zamo (Accounting)  
**Nkganyamane**, Linda (Accounting)  
**Nkonki**, Ayanda (Accounting)  
**Nthangeni**, Rendani Kenny (Accounting)  
**Ntimba**, Phillemon Bongane (Accounting)  
**Ntuli**, Pitika Sibusiso Leslie (Human Resource Management)  
**Nyoka**, Lwandiso Luvuyo Mthuthuzeli (Marketing Management)  
**Pelwan**, Suhail Ahmed (Marketing Management)  
**Radebe**, Nombulelo (Accounting)  
**Rasegoete**, Katlego Oregomoditse (Accounting)  
**Reddy**, Deanne (Accounting)  
**Shaik**, Ziyaad (Marketing Management)  
**Shangase**, Nomfundo Sithuthukile Noluthando (Marketing Management)  
**Sibanda**, Percival Mqoqi (Marketing Management)  
**Sidell**, Yvette Nonjabulo (Accounting)  
**Sikhonde**, Bayanda Siyabonga (Human Resource Management)

**Simon**, Stephanie Jane (Human Resource Management)  
**Sutherland**, Courtney Lesley (Marketing Management)  
**Thabethe**, Phephile Precious Nozipho (Accounting)  
**Tshabalala**, Nkateko (Marketing Management)  
**Tshambok**, Onalenna (Marketing Management)  
**Tshikhudo**, Ritshidze (Accounting)  
**Tshikovhi**, Vuledzani Hulisani (Accounting)  
**Van Beek**, Jonathan (Marketing Management)  
**Vundla**, Zizipho (Accounting)  
**Xaba**, Molaodi Alison (Human Resource Management)  
**Zondi**, Lindokuhle (Transport Economics)  
**Zwane**, Noluthando Portia (Human Resource Management)

## 2. Bachelor of Accounting

**Madigoe**, Kgopotso

## 3. Magister Educationis (MEd)

**Arends**, Delia Ruth (Higher Education)  
**Dissertation:** The role of an educational field excursion in the development of student teachers' social relationships with peers  
**Supervisor:** Prof NF Petersen  
**Co-Supervisor:** Dr S Ramsaroop

## 4. Master of Education (MEd)

**Alkadir**, Medina Yesuf (Education)  
**Dissertation:** The use of code-switching to facilitate teaching in multilingual grade 7 English lessons  
**Supervisor:** Dr DE Robinson

**Andrasyan van Pletzen**, Anzhela (Educational Psychology)  
**Minor Dissertation:** Professional development needs of early childhood practitioners  
**Supervisor:** Dr BM Diale

**Arnold**, Laura Jane (Education)  
**Dissertation:** The acquisition of academic literacies during an Honours research preparation module  
**Supervisor:** Prof BL Leibowitz

**Babedi, Mmamore Rebecca** (Educational Psychology)

**Minor Dissertation:** Psycho-educational and social factors that contribute to anxiety in orphaned adolescent learners

**Supervisor:** Prof J Pillay

**De Freitas, Gabrielle** (Education) **(with distinction)**

**Dissertation:** Design principles for a professional development programme to advance the technological pedagogical content knowledge of senior phase mathematics teachers

**Supervisor:** Dr ED Spangenberg

**Co-Supervisor:** Prof D van der Westhuizen

**Ford, Lisa Ashlee** (Psychology of Learning)

**Minor Dissertation:** Enhancing poetry learning through peer interactions in a classroom setting

**Supervisor:** Prof GJ van der Westhuizen

**Grobbelaar, Wilretha** (Education)

**Dissertation:** Disrupting compulsory heteronormative thinking in teacher education Programmes

**Supervisor:** Dr A Brown

**Imbrailo, Nicole** (Education)

**Dissertation:** The assessed development of pre-service teachers and their sense of preparation for the South African classroom context

**Supervisor:** Dr K Steenekamp

**Co-Supervisor:** Prof SM Motala

**Lamb, Tanya** (Educational Psychology) **(with distinction)**

**Minor Dissertation:** Grade R children's initial maths skills in relation to their executive functions: a pilot study in two middle-income private Gauteng schools

**Supervisor:** Prof L Ragpot

**Co-Supervisor:** Prof C Fitzpatrick

**Matee, Kamogelo** (Educational Psychology)

**Minor Dissertation:** Experiences of parents who embrace the same-sex sexualities of their children

**Supervisor:** Dr A Brown

**Mazolo, Anganile Veronica** (Education)

**Dissertation:** Addressing the use of ICT in teaching mathematics in Malawian classrooms lecturers' perception of the usage of ICT

**Supervisor:** Prof K Luneta

**Mithal, Poonam** (Educational Psychology)

**Minor Dissertation:** Reviewing psychological intelligence testing in the South African context

**Supervisor:** Dr H Dunbar-Krige

**Mkhabele, Ntiyiso Norman** (Educational Management)

**Minor Dissertation:** Resistance to school mergers in a rural region in the Limpopo Province: The perspectives of traditional leaders, principals and parents

**Supervisor:** Dr SR Naicker

**Mkhize, Phumelele** (Educational Psychology)

**Minor Dissertation:** A conversation analysis of Solution Focused Group Therapy with grade 7 learners who have experienced bullying

**Supervisor:** Prof GJ van der Westhuizen

**Mnguni, Barbara Tlhokammoni** (Psychology of Learning)

**Minor Dissertation:** Grade 9 learners' peer talk for problem solving in mathematics in algebra

**Supervisor:** Prof GJ van der Westhuizen

**Co-Supervisor:** Prof K Luneta

**Motambatamba, Louis Litia** (Education)

**Dissertation:** Science teachers' views of the nature of science, and its implications for pedagogical content knowledge development

**Supervisor:** Prof JJJ de Beer

**Co-Supervisor:** Prof UD Ramnarain

**Motlhabane, Monicah Gao** (Education)

**Dissertation:** Teachers experiences and perceptions of change management strategies used in a South African School

**Supervisor:** Dr CKO Smith

**Co-Supervisor:** Mrs SE Seyama

**Oloba, Peter Babajide** (Education) **(with distinction)**

**Dissertation:** Teachers' experiences of the introduction and implementation of systemic change in the Nigerian primary school system

**Supervisor:** Dr CKO Smith

**Pereira, Nicola Patricia** (Educational Psychology)

**Minor Dissertation:** An exploration of the ethical training received by educational psychologists

**Supervisor:** Dr H Dunbar-Krige

**Radebe, Winnie Fikile (Education)**

**Dissertation:** Early grade teachers and children's difficulties with mathematics learning

**Supervisor:** Prof E Henning

**Co-Supervisor:** Prof NF Petersen

**Reyneke, Ingrid (Education)**

**Dissertation:** Pre-schoolers' symbolic learning of mathematics: A description of 4-5 year-olds' mathematical concept knowledge

**Supervisor:** Prof L Ragpot

**Co-Supervisor:** Prof E Henning

**Sidat, Hawa Bibi (Educational Psychology)**

**Minor Dissertation:** The role of the Educational Psychologist in supporting Grade 4 Natural Science teachers to implement the Curriculum Assessment Policy Statement (CAPS) in a school for learners with severe Learning Disabilities

**Supervisor:** Mrs N Taggart

**Co-Supervisor:** Dr H Dunbar-Krige

**Taylor, Lizelle Hilda (Psychology of Learning)**

**Minor Dissertation:** Youth learning from stories through interaction with community knowledge holders

**Supervisor:** Prof GJ van der Westhuizen

**Thompson, Fallon Catherine (Educational Psychology)**

**Minor Dissertation:** The psychosocial experiences of underprivileged, adolescent girls

**Supervisor:** Dr JV Fourie

**Van Der Bergh, Adele Petro (Education)**

**Dissertation:** Number concept development in grade 1: Children's performance and teacher's pedagogical skills

**Supervisor:** Prof L Ragpot

**Co-Supervisor:** Prof E Henning

**Van Der Merwe, Dean (Education)**

**Dissertation:** The academic language proficiency of primary school teacher education students at a South African university

**Supervisor:** Prof E Henning

**Co-Supervisor:** Prof NF Petersen

**Van Zyl, Chaland (Educational Psychology) (with distinction)**

**Minor Dissertation:** Ethical dilemmas faced by Masters' Educational Psychology students in fieldwork practice

**Supervisor:** Dr H Dunbar-Krige

**Vellacott, Catherine** (Educational Psychology)

**Minor Dissertation:** Exploring levels of job satisfaction among recent graduate educational psychologists in Gauteng

**Supervisor:** Dr H Dunbar-Krige

**Venter, Dirk Johan** (Educational Management) **(with distinction)**

**Minor Dissertation:** The influence of principals' emotional intelligence on their instructional leadership

**Supervisor:** Dr SR Naicker

## 5. **Philosophiae Doctor: (Educationis)**

**Damons, Venessa Merle**

**Thesis:** The role of a service-learning project with young adults for the professional development of Educational Psychology Master's students: A case study

**Supervisor:** Dr H Dunbar-Krige

**De Bruyn, Nicolette**

**Thesis:** Voices of resilience: Female school principals, leadership skills and decision-making techniques

**Supervisor:** Prof R Mestry

**Karsten, Ilse**

**Thesis:** A self-determination intervention to support integration into higher education using a design-based approach

**Supervisor:** Dr MP van der Merwe

**Co-Supervisor:** Dr A van Zyl

**Kotze, Johanna Hendrina**

**Thesis:** The influence of an educational intervention involving mathematical modelling on the visualisation of engineering students

**Supervisor:** Dr ED Spangenberg

**Co-Supervisor:** Prof MC Long

**Petker, Gadija Mia**

**Thesis:** A South African teaching school practicum transferred from Finland: An activity system perspective

**Supervisor:** Prof E Henning

**Co-Supervisor:** Prof NF Petersen

**Seyama, Sadi Eilzabeth**

**Thesis:** Performance management in higher education: Critical leadership perspectives for academic heads of department

**Supervisor:** Dr CKO Smith

**Singh, Jaiyendra**

**Thesis:** A comparative study on the levels of anxiety and depression experienced by orphaned and non-orphaned children in Sowetan primary schools

**Supervisor:** Prof J Pillay

**Co-Supervisor:** Dr BM Diale

**Von Bardeleben, Caroline Anne Louise**

**Thesis:** Risk and resilience factors that contribute to anxiety and depression in preschool children from both single and double parent families

**Supervisor:** Prof J Pillay

## **6. Doctor of Philosophy in Education**

**Maseko, Nonhlanhla Desiree**

**Thesis:** Caregivers' experiences in supporting children with intellectual disabilities in foster care settings

**Supervisor:** Dr A Brown



**Damons, Venessa Merle (PhD)**

Venessa Merle Damons obtained her BA degree and Higher Diploma in Education from the University of the Western Cape. She furthered her studies at RAU (now the University of Johannesburg) and graduated with a BEd Honours, a MEd degree in Curriculum Studies and an Advanced Certificate in Education: Mathematics Education. Venessa was initially employed by the Gauteng Department of Education as a teacher and later as an assistant director in the Directorate GET Systems. She currently works at the UJ Academic Development Centre as a Student Learning Specialist: Mentoring Programmes.

The aim of this qualitative case study was to investigate the role of a service-learning project in the professional development of Educational Psychology master's students. The researcher spent several days with the participants and a group of young adults from diverse backgrounds at an educational excursion off campus and participated in the programme as an observer. She used data gathering tools such as observation, interviews, analysis of assignments and reflective reports. Content analysis was employed as strategy to analyse the qualitative data. The findings revealed that the participants gained knowledge and understanding about the specific developmental period of the young adults and the multicultural competencies necessary for engagement. The findings emphasised the centrality of reflective practice and the use of modelling as a teaching and learning tool. The study extended the existing literature on service-learning and professional development and more specifically contributes to the integration of service-learning into the curriculum of postgraduate programmes.

**Supervisor:** Dr H Dunbar-Krige





## **De Bruyn, Nicolette (PhD)**

Nicolette de Bruyn obtained a Bachelor of Arts degree cum laude in Government from Bowdoin College in the United States. She received her Master's in Public Affairs from the University of Texas (Dallas), specialising in public management, with a 4,0 grade average. She has spent the majority of her career in the education non-profit arena, working intensively with school leadership and the professional development of educators. For the past eight years, Nicky has served as the Director of Uplands Outreach, a non-profit organisation based in Mpumalanga, which boosts the educational achievement levels of rural school circuits through the professional development of school leaders and educators.

This qualitative study explored the life narratives and career trajectories of female school principals in order to determine resilience factors in principalship. Fifteen female principals were selected from one school circuit in Mpumalanga and in-depth insights were provided by narrative analysis as research methodology. Their voices and lived experiences were the main focus areas. *An interdisciplinary theoretical framework was employed to guide the interpretation of the participants' perspectives, using change theory, ethics of care and resilience psychology.* Using interviews, open-ended questionnaires and visual images, themes emerged from the narratives of principals. The main findings included: Principals should be prepared theoretically, practically and psychologically for the principalship; and cultivating connections with caring, confident and competent adults through mentoring is necessary. These key factors lead to both career and life resilience, and can be imparted to prospective principals. The investigation contributes to the body of knowledge in education by identifying resilience-promoting factors in principalship.

**Supervisor:** Prof R Mestry



## **Karsten, Ilse (PhD)**

Ilse Karsten grew up in Mpumalanga and moved to Johannesburg where she enrolled for a teaching qualification in 1992. After completing her Honours degree, Ilse served in several teaching positions in the Johannesburg area, and then joined the Rand Afrikaans University (RAU) in 2002 hereafter, the University of Johannesburg as of 2005. She qualified as an Educational Psychologist in 2003 and has been involved in the Thuthuka transformation programme since 2008 in the Department of Accounting, where she supports students in their journey towards becoming Chartered Accountants.

This thesis presents a descriptive analysis of a contextually relevant first-year intervention programme towards student integration into higher education. The aim of the programme design was to assist and support a cohort of predominantly first-generation, bursary-funded students to cope and flourish despite the challenges associated with integration into higher education. The study was framed by Tinto's student integration theory and self-determination theory of motivation and founded on the belief that students perform academically better when holistically guided throughout a process of integration into university culture. An education design based research approach was implemented through phases to arrive at a contextually relevant and tailored intervention programme to support the integration of first-year Accounting students. The singular, original and creative contribution to both practice and theory of the study is the proposed set of design principles to guide support for holistic first-year student integration into higher education institutions.

**Supervisor:** Dr MP van der Merwe

**Co-Supervisor:** Dr A van Zyl



**Kotze, Johanna Hendrina (PhD)**

Hanti Kotze was born in Johannesburg in 1960. She graduated from RAU with a BScEd degree in 1981 and a BScHons degree (cum laude) in Pure Mathematics in 1982. After teaching for five years at a local high school, she was appointed as lecturer at TWR in 1988 and promoted to senior lecturer in 2000. She obtained a MSc degree in Mathematical Technology from the University of Southern Mississippi, USA in 1998. Her research publications include an article in an international journal and a book chapter in the latest edition of Mathematical Modelling and Applications.

This thesis argued for an educational intervention where engineering students could model differential equations as representations of real world phenomena. Modelling activities enabled students to establish visualisation processes in order to make new connections between differential equations, computer algebra technology and the real world. Findings revealed that techno-modelling activities could enhance students' visualisation by stimulating new knowledge, improving understanding of differential equations, providing visual proof to substantiate symbolic analyses, creating multiple routes to mathematise real world problems, fostering symbol-sense and promoting mathematical modelling in engineering education. A framework was developed to guide engineering educators in modelling principles that strive to advance *visualisation* as a vital tool for engineers of the 21st century.

**Supervisor:** Dr ED Spangenberg

**Co-Supervisor:** Prof MC Long



**Petker, Gadija Mia (PhD)**

Gadija Petker is currently the Head of Faculty Administration in the Faculty of Education at the University of Johannesburg (UJ). She joined the Faculty in 2005 as founding member of the Centre for Education Practice Research working in a variety of research projects in teacher education and was a lecturer in the Department of Childhood Education. Her academic journey began with a Higher Diploma in Education (Rand College of Education) thereafter, a BEd Honours degree (Rand Afrikaans University) and MEd (University of Johannesburg). Her PhD research is recognised as ground-breaking by the American Educational Research Association and the Association of Practice Schools in the Finnish University system.

This thesis integrated administrative and historical data with survey questionnaires and student interviews, culminating in an activity system analysis as proposed by Yryo Engeström, a leading contemporary activity theorist. The analysis showed that students relied extensively on their peers in collaborative planning and reflection on their teaching practice. It was, furthermore, evident from the various data sets, that the school, the university programme and the practicum, encounter substantial organisational and logistical challenges. The contribution of this thesis is the analytical integration of three activity systems, leading to the main conclusion, namely that teachers at the school, whose main brief is to teach children, require much coaching and mentoring to be teacher educators at the same time.

**Supervisor:** Prof E Henning

**Co-Supervisor:** Prof NF Petersen



**Seyama, Sadi Eilizabeth (PhD)**

Sadi Seyama has a Bachelor of Arts degree in Law and Philosophy from the University of the Witwatersrand, a National Diploma and Bachelor of Technology in Somatology from Technikon Witwatersrand and both a Bachelor of Technology in Education and a Master's degree in Education Leadership and Management from the University of Johannesburg. Sadi has been a faculty member in the Department of Somatology in the Faculty of Health Sciences at the University of Johannesburg for more than 10 years and was Head of Department for seven years. She serves on various faculty and university committees. Her research has been published in two accredited international journals.

Sadi Seyama adopted a critical social constructionist approach in her qualitative case study of academic heads of departments' leadership of performance management in higher education. Data were constructed through semi-structured interviews. Drawing on Foucault and critical leadership theory, the study reveals academics "hiding in glass cages" and offers three interconnected perspectives of critical leadership, namely conscious leadership, deliberated leadership and resistance leadership. These leadership perspectives offer fresh theoretical insight into how heads of departments find meaning in their performance management leadership. This meaning is found in the creation of a humane work environment where relational leadership is effected through equal power relationships. These critical leadership perspectives reveal a caring, open, democratic and trusting leadership, while at the same time heads of departments actively resist repressive and constraining institutional policies and regulations.

**Supervisor:** Dr CKO Smith



**Singh, Jaiyendra (PhD)**

Jaiyendra Singh obtained his Bachelor of Arts degree from the University of Durban Westville, a Higher Diploma in Education and a Bachelor's degree in Remedial Education from the University of Witwatersrand and a Master's degree in Educational Psychology from the University of Johannesburg. He worked as a teacher in the field of specialised education and as an educational psychologist and circuit manager at the Johannesburg Central District Office in Soweto.

The candidate used a sequential explanatory mixed method approach to investigate the levels of anxiety and depression in orphaned and non-orphaned children. The quantitative results indicated that in comparison to non-orphaned children, the orphaned children significantly experienced higher levels of anxiety and depression. An original finding of the study was the revelation that there was no significant difference in the levels of anxiety and depression experienced by single and double orphaned children. Furthermore, unique risk and protective characteristics were identified in physical, psychological, social, cognitive, behavioural, moral and spiritual factors relevant to anxiety and depression in orphaned children. Based on the findings, the candidate adopted a bio-ecological theoretical model to design psycho-educational support interventions for orphans experiencing high levels of anxiety and depression. This study has global value for treating anxiety and depression in orphaned learners, reevaluating the role of educational psychologists and informing policy briefs for government in supporting orphaned learners.

**Supervisor:** Prof J Pillay

**Co-Supervisor:** Dr BM Diale



**Von Bardeleben, Caroline Anne Louise (PhD)**

Caroline von Bardeleben (née Jones) obtained an undergraduate degree in teaching and then her Honours degree in Educational Psychology. She then completed her Master's degree in Educational Psychology. She has worked as a teacher, learner support specialist and psychologist at several schools in Johannesburg. Caroline currently has a private practice and works as an educational psychologist in the Johannesburg area as well as supervises educational psychologists completing their master's degrees or internship year at the University of Johannesburg.

This qualitative multiple case study explored risk and resilience factors contributing to anxiety and depression in pre-school children. Data were collected through individual interviews with parents and educational psychologists, informal interviews with pre-school children and focus group interviews with pre-school teachers. Furthermore, diagnostic assessments and observation checklists were completed for each child. Content analysis revealed child temperament and developmental delays were prominent internal factors that contributed to anxiety and depression in pre-school children. Also, several external factors were identified in the home, school and community contexts. Conversely, these risk factors became resilience factors if they were properly addressed. A major finding was the lack of knowledge and understanding of anxiety and depression in pre-school children amongst all stakeholders. The original contribution of this study is seen in the candidate's adoption of a bio-ecological systems model in designing culturally relevant support intervention programmes for pre-school children who experience anxiety and depression that could be used across the globe.

**Supervisor:** Prof J Pillay



**Maseko, Nonhlanhla Desiree (PhD)**

Nonhlanhla Desiree Maseko is currently a lecturer in the Faculty of Education at the University of Johannesburg. She started her academic career with a Teachers Diploma in Special Education, which she obtained from the Department of Education and Teacher's Diploma in Primary Education from Vista University. Her postgraduate qualifications include: BEdHons (Rand Afrikaans University) and MEd (University of Johannesburg) specialising in the care and support of learners with intellectual disabilities. Nonhlanhla's experience in the field of special education, inclusion and teachers' education spans over three decades. Her passion to facilitate enabling environments that foster the holistic well-being of children living with disabilities inspired her doctoral studies.

This study explored caregivers' experiences in supporting children with intellectual disabilities in foster care settings. Phenomenological interviews were used to explore the lived experiences and understanding of the roles of caregivers in supporting children with intellectual disabilities in foster care settings. Attachment and resilience theories underpinned this study. The study found that although caregivers provided the basic support in childcare, they lacked specific knowledge and means to respond to the challenges related to intellectual disabilities. This inadequacy compromised the health, mental well-being and education of these children. The outcome of the study was a multidisciplinary programme that will respond to the needs of foster caregivers to address the holistic needs of children with intellectual disabilities. The programme will equip caregivers of children with intellectual disabilities with specific knowledge and skills to facilitate optimal learning and agency within the home-school ecologies.

**Supervisor:** Dr A Brown





See the back cover for the words of the National Anthem.



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