

**Welcome to the  
Graduation Ceremony  
of the  
University of Johannesburg  
30 September 2015 at 17:00**

**Welkom by die  
Gradeplegtigheid  
van die  
Universiteit van Johannesburg  
30 September 2015 om 17:00**

**Le a Amogelwa  
Moletlong wa Dikapešo wa  
Yunibesithi ya Johannesburg  
30 Lewedi 2015 ka 17:00**

**Niyamukelwa  
eMcimbini wokweThweswa kweZiqu  
weNyuvesi yaseJohannesburg  
30 kuMandulo 2015 ngele-17:00**

# **UNIVERSITY OF JOHANNESBURG**

## **CHANCELLOR**

Prof NS Ndebele  
BA (Lesotho), MA (Cambridge UK), PhD (Denver USA)

## **SENIOR OFFICE-BEARERS OF THE UNIVERSITY**

### **VICE-CHANCELLOR AND PRINCIPAL**

Prof IL Rensburg  
BPharm (Rhodes), MA, PhD (Stanford USA)

### **DEPUTY VICE-CHANCELLOR: ACADEMIC**

Prof A Parekh  
BA, BA Hons, MA (UDW), MA (Kansas USA), DPhil (UDW)

### **DEPUTY VICE-CHANCELLOR: RESEARCH, POSTGRADUATE STUDIES AND LIBRARY**

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

### **REGISTRAR**

Prof IC Burger  
BA, HEd, BA Hons, MA, PhD (RAU)

### **DEPUTY VICE-CHANCELLOR: STRATEGIC SERVICES**

Mrs ME Letlape  
BSc (UFH)

### **DEPUTY VICE-CHANCELLOR: FINANCE**

Mr J van Schoor  
BCom, BCom Hons (RAU), CA (SA)

### **DEPUTY VICE-CHANCELLOR: INTERNATIONALISATION, ADVANCEMENT AND STUDENT AFFAIRS**

(vacant)

### **CHIEF OF STAFF AND EXECUTIVE DIRECTOR: VICE-CHANCELLOR'S OFFICE**

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

## **EXECUTIVE DEANS**

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

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

### **FACULTY OF ECONOMIC AND FINANCIAL SCIENCES**

Prof A Dempsey  
BCom, BCom Hons, MCom (RAU), CA (SA)

### **FACULTY OF EDUCATION**

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

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

Prof S Sinha  
BEng, MEng, PhD (UP)

### **FACULTY OF HEALTH SCIENCES**

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

### **FACULTY OF HUMANITIES**

Prof AB Broadbent  
BA, BA Hons, MPhil, PhD (Cantab)

### **FACULTY OF LAW**

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

### **FACULTY OF MANAGEMENT**

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

### **FACULTY OF SCIENCE**

Prof D Meyer  
BSc, BSc Hons, MSc (RAU), PhD (University of California, Davis)

## **MEMBERS OF COUNCIL**

### **CHAIRPERSON**

Prof RD Marcus

### **DEPUTY CHAIRPERSON**

Mr MS Teke

### **MEMBERS**

Prof H Abrahamse

Mr FM Baleni

Prof IC Burger

Mr JP Burger

Mr D Bvuma

Ms TA Chaka

Ms S Dlamini

Mr TJ Dikgole

Mr CR Gebhardt

Prof D Hildebrandt

Mr G Khosa

Prof C Landsberg

Dr DSS Lushaba

Mr DM Manganye

Dr J Manyaka

Ms K Maroga (invitee)

Ms BJ Memela-Khambula

Dr P Mjwara

Mr M Mkhonta

Prof A Mohammadali-Haji

Mr MJN Njeke

Prof A Parekh

Mr K Rammutla

Prof IL Rensburg

Dr WP Rowland

Mr KB Sibiya

Mr K Thomas

Mr J van Schoor

Mr M White

## **PRESIDENT OF CONVOCATION**

Mr M Mkhonto

# **Programme**

**Wednesday, 30 September 2015 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, 30 Lewedi 2015 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, 30 September 2015 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 proses 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 proses die Ouditorium.

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# **Uhlelo**

**uLwesithathu, 30 kuMandulo 2015 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. Advanced Certificate in Education (ACE)

**Dlamini**, Sibongile Nkosingiphile (School Management and Leadership)  
**Mdunana**, Memoria Zukiswa (Technology Education)

## 2. Postgraduate Certificate in Education (PGCE)

**Bilikwa**, Nobom Patricia (Further Education and Training: School Phase)  
**Dlamini**, Nompilo (Further Education and Training: School Phase)  
**Ledwaba**, Mmoki Jacobus (Economic and Management Sciences: Senior Phase)  
**Nelson**, Mark Anthony (Further Education and Training: School Phase)  
**Shiburi**, Khomisani (Further Education and Training: School Phase)  
**Tshabalala**, Monica (Further Education and Training: School Phase)

## 3. Baccalaureus Educationis (BEd)

**Kikine**, Lindiwe Octavia (Foundation Phase)  
**Mbongwa**, Siphesihle Londiwe (Social Sciences: Senior Phase)  
**Memani**, Yongama Joseph (Foundation Phase)  
**Morema**, Tshepo (Mathematics: Senior Phase)  
**Ngcobo**, Silindile Thokozile (Further Education and Training: School Phase)  
**Ripa**, Nkosikhona (Further Education and Training: School Phase)  
**Serogole**, Tshephang Dorah (Further Education and Training: School Phase)  
**Silaule**, Thandazile (Foundation Phase)  
**Vermaak**, Nikita (Technology: Senior Phase)

## 4. Magister Educationis (MEd)

**Chanetsa**, Tarisai (Education) **(with distinction)**  
**Dissertation:** An analysis of grade 9 Natural Sciences textbooks for the representation of the nature of science  
**Supervisor:** Prof U Ramnarain  
**Co-supervisor:** Prof JJJ de Beer

**Chingwanangwana**, Molly (Inclusive Education)  
**Dissertation:** Exploring the nature of support for reception year teachers of learners who are severely intellectually impaired  
**Supervisor:** Ms J Fourie



**Collins, Kerry Lee Margaret** (Educational Psychology)

**Minor Dissertation:** The experiences of a female, adolescent learner from an assisted living space regarding classroom support

**Supervisor:** Dr MP van der Merwe

**Ditsele, Rampofeng** (Curriculum Policy Evaluation)

**Minor Dissertation:** Fostering critical thinking in an under-graduate public management programme: an investigation on the role of integrated assessments

**Supervisor:** Dr JJ Divala

**Du Preez, Waldo Christiaan** (Psychology of Learning)

**Minor Dissertation:** Dialogic learning in a second language poetry class: How interaction patterns relate to the learning and understanding of metaphors

**Supervisor:** Prof GJ van der Westhuizen

**Goto, Jameson** (Information and Communication Technology in Education)

**Minor Dissertation:** Massive Open Online Courses and the Pre-service teachers' understanding of learning design

**Supervisor:** Dr J Batchelor

**Co-supervisor:** Prof GV Lautenbach

**Hage, Linda** (Educational Psychology)

**Minor Dissertation:** Gendered experiences of 12-14 year old African male learners living in child and youth headed households in Soweto

**Supervisor:** Prof J Pillay

**Ilsley, Gillian Mary** (Educational Psychology)

**Minor Dissertation:** Teachers observations of the learning of the written language skills of learners receiving anti-retroviral treatment

**Supervisor:** Ms J Fourie

**Jeebodh, Laila** (Educational Psychology)

**Minor Dissertation:** The utilization of storytelling as a therapeutic intervention by educational Psychologists to address behavioral challenges relating to grief of adolescent clients

**Supervisor:** Me N Taggart

**Khoza, Linda** (Educational Management)

**Minor Dissertation:** Induction experiences of newly qualified teachers in a primary school setting

**Supervisor:** Dr CKO Smith

**Mogano, Mamohuba Shirley** (Educational Psychology)

**Minor Dissertation:** The educational and psychological experiences of orphans in the intermediate phase of schooling at public schools in Johannesburg

**Supervisor:** Prof J Pillay

**Moosa, Sumayya** (Mathematics and Science Education)

**Minor Dissertation:** The use of simulations in supporting grade 10 learners from under-performing Dinaledi Schools in Soweto to eliminate their misconceptions on simple electric circuits

**Supervisor:** Prof U Ramnarain

**Co-supervisor:** Prof JJJ de Beer

**Odendaal, Hendrieka Johanna** (Education) **(with distinction)**

**Dissertation:** The potential of case-based teaching to develop prospective teachers

**Supervisor:** Prof SJ Gravett

**Co-supervisor:** Prof JJJ de Beer

**Philander, Surainda Malicia Revonia** (Mathematics and Science Education)

**Minor Dissertation:** The analysis of Intermediate Phase Natural Sciences workbooks in promoting the nature of science

**Supervisor:** Prof U Ramnarain

**Co-supervisor:** Prof JJJ de Beer

**Schwartz, Lindsey Robyn** (Educational Psychology)

**Minor Dissertation:** Self-beliefs of adolescent girls in their conversations about beauty in a Special Educational Needs School

**Supervisor:** Prof GJ van der Westhuizen

**Co-supervisor:** Ms N Taggart

**Van Mazijk, Megan-Lee** (Educational Psychology) **(with distinction)**

**Minor Dissertation:** School readiness in a reception-year learner in an underprivileged school: A specialized movement intervention study

**Supervisor:** Ms J Fourie

**Wessels, Cornelius Johannes Joachim** (Educational Psychology)

**Minor Dissertation:** Exploring the use of Facebook as a tool to enhance the career construction journeys of Grade 11 adolescents at a high school

**Supervisor:** Dr BM Diale

**Co-supervisor:** Prof GJ van der Westhuizen

**5. National Diploma (NDip):**

**Monareng, Bonolo Sophie** (Public Relations Management)

**6. Baccalaureus Artium (BA):**

**Botha, Michael Nicholas Hamilton** (Geography)

**Bukula, Tandeka Tryphina** (Journalism)

**Catelle, Daneal Anne** (Corporate Communication)

**Chauke**, Hitekani Collin (Humanities)  
**Chavalala**, Tshepo Clementine (Humanities)  
**Cibi**, Vutomi (Development Studies)  
**Da Costa**, Trevor Simon (Psychology)  
**Dauids**, Yaaseen (Humanities)  
**De Nobrega**, Monique (Journalism)  
**Dlamini**, Duduzile Fortunate (Journalism)  
**Jacobson**, Asher Lee (Marketing Communication)  
**Kambule**, Nonhlanhla (Humanities)  
**Kekana**, Lesego Salphina (Psychology)  
**Kgotsa**, Refilwe Rosina Seemole (Humanities)  
**Khobotle**, Refiloe (Corporate Communication)  
**Khoza**, Molebogeng Natasha (Politics)  
**Khoza**, Samkelo Nkosingiphile (Psychology)  
**Khumalo**, Mbali Laura (Politics)  
**Kola**, Olivier Mpho (Psychology)  
**Komape**, Mashadi Rebecca (Humanities)  
**Kumalo**, Zamantungwa Buyile (Politics Philosophy and Economics)  
**Lekgoro**, Tshepiso (Politics)  
**Lethole**, Busisiwe Emely (Journalism)  
**Leutle**, Mahlodi Annah (Development Studies)  
**Mabaso**, Tiyani (Humanities)  
**Makadikoa**, Lehlogonolo Linda (Marketing Communication)  
**Maphutha**, Sinah Mmaséfako Mary (Psychology)  
**Mashala**, Ingrid Mmakgwadi (Psychology)  
**Mathang**, Khanyisile (Humanities)  
**Matshoga**, Lerato Johanna (Psychology)  
**Maxhakana**, Nelisiwe Nelly (Humanities)  
**Mbeche**, Malcom Odhiambo (Journalism)  
**Mbwana**, Mariam (Humanities)  
**Mcunu**, Nkhensani Mable (Psychology)  
**Meiring**, Roxanne Amy (Humanities)  
**Mngadi**, Makhosazane Aggracia (Humanities)  
**Mofokeng**, Lerato (Politics)  
**Mohodi**, Mapule (Humanities)  
**Mokebeza**, Bridgette Motlalepula (Humanities)  
**Molefe**, Bonolo Rebaona Violet (Audiovisual Communication)  
**Monaledi**, Khumo Tshepiso (Humanities)  
**Monyela**, Mpho Molau (Development Studies)  
**Morgan**, Felicia (Psychology)  
**Moritsi**, Rebecca Palesa Mankitsing (Humanities)  
**Mthembu**, Silindile Nombuyiselo Joyfull (Development Studies)  
**Naidoo**, Chandre Marion Amanda (Psychology)  
**Ncube**, Similo Princess (Humanities)  
**Ndabandaba**, Nonhlanhla Nosipho (Psychology)  
**Ndima**, Zenande Zoleka (Politics)  
**Ndlovu**, Sbhonginkosi Sheilla (Psychology)

**Nendzharata**, Phathutshedzo Takalani (Politics)  
**Ngcobo**, Zenhlanhla Michaeline (Audiovisual Communication)  
**Nkumane**, Nomcedisi Thoba (Psychology)  
**Nukeri**, Glenda (Humanities)  
**Nyamela**, Gladys Ntombozuko (Psychology)  
**Oreboleng**, Refilwe California (Psychology)  
**Phungwayo**, Lindile Surprise (Humanities)  
**Pietersen**, Linton Lionel (Corporate Communication)  
**Pootona**, Molotsha Thato (Psychology)  
**Qampa**, Khanyisa Zukiswa (Development Studies)  
**Radebe**, Mncedisi (Politics)  
**Radebe**, Siphon (Humanities)  
**Radinne**, Katlego Relebogile (Corporate Communication)  
**Ramulwela**, Thakhani (Psychology)  
**Sambo**, Keleabetswe (International Studies)  
**Senwamadi**, Noalah Nomahlubi (Humanities)  
**Sephiri**, Lerato (Geography)  
**Sigauque**, Mamokgele Keletso Felicity (Psychology)  
**Swartz**, Whitney (Audiovisual Communication)  
**Taljaard**, Jahn (Psychology)  
**Thubana**, Elinah (Politics)  
**Van Zyl**, Liza Meri (Journalism)  
**Viyane**, Marcus Kulani (Humanities)  
**Xhentsa**, Angel Ntombikayise (Humanities)

**7. Baccalaureus (B):**

**Maswanganyi**, Noel (Social Work)  
**Mlambo**, Patricia (Social Work)  
**Musisinyane**, Cynthia (Social Work)  
**Ntuli**, Kholiwe Surprise (Social Work)  
**Raseroka**, Madumtsha Joseph (Social Work)

**8. Baccalaureus Artium Cum Honoribus (BAHons):**

**Diza**, Mandisa (Development Studies)  
**Khanyile**, Nompumelelo Cecilia (Politics and International Relations)  
**Mabuza**, Busisiwe Tshhegofatso (Politics and International Relations)  
**Mbowane**, Nthabiseng Abigail (Politics and International Relations)  
**Sobekwa**, Nezo (Politics and International Relations)  
**Theodosiou**, Yanoulla (Politics and International Relations)  
**Wilcock**, Simone Adrienne (English)

## 9. Magister Artium (MA)

**Aziona, Caroline Muyaluka (Marketing Communication) (with distinction)**

**Dissertation:** University of Johannesburg Millennials' Communication of Brand Perception on Facebook: Implications for Reputation Management

**Supervisor:** Prof N de Klerk

**Binoni Mbomoh, Hermance Sonia (French) (with distinction)**

**Dissertation:** The Various Aspects of "Marronage" in Selected Afrocaribbean Novels

**Supervisor:** Dr DK Wa Kabwe-Segatti

**Coetzee, Liza-Mari (Historical Studies)**

**Dissertation:** Clothing, Gender and Social Identity at the Cape of Good Hope, 1652-1795

**Supervisor:** Prof G Groenewald

**De Scally, Christelle (Applied Linguistics and Literary Theory) (with distinction)**

**Dissertation:** Towards a Language Management Model for Language Practice: Processes in Translation and Editing in Corporate Language Offices

**Supervisor:** Prof A-M Beukes

**Co-Supervisor:** Dr E Cornelius

**Emmanouil, Stavroula (Greek) (with distinction)**

**Dissertation:** The Government of the Principality of Morea by Florent de Hainault and Isabelle de Villehardouin (1289-1297)

**Supervisor:** Prof B Hendrickx

**Co-supervisor:** Prof T Sansaridou-Hendrickx

**Gordon Drake, Judith Elizabeth (Clinical Social Work)**

**Minor Dissertation:** An Assessment of the Resilience in Subjects in an Addiction Treatment Programme

**Supervisor:** Prof WJH Roestenburg

**Hoffman, Antoinette Maria (Korporatiewe Kommunikasie)**

**Verhandeling:** Kritiese Diskoersanalise: 'n Krities Refleksiewe Raamwerk vir die Analise van Organisasiediskoers in Vermengde Vorm Organisasies

**Promotor:** Prof S Verwey

**Jenks, Katherine (Clinical Psychology) (with distinction)**

**Minor Dissertation:** Three Women's Experiences of Posttraumatic Growth as Survivors of Intimate Partner Violence

**Supervisor:** Ms LM du Plessis

**Maphosa, Ntandoyenkosi (Community Development)**

**Minor Dissertation:** An Outcome Evaluation of NICRO's 'Perpetrator of Intimate Partner Violence Programme'

**Supervisor:** Dr S Rasool

**Mathende, Takudzwa Leonard** (Social Impact Assessment)

**Minor Dissertation:** Perceptions and Experiences of the Community Work Programme: A Case

Study of Bramfischerville, City of Johannesburg

**Supervisor:** Dr T Chagonda

**Co-supervisor:** Prof C Van Zyl-Schalekamp

**Mtombeni, Butholezwe** (Historical Studies)

**Dissertation:** A Social History of Soccer in Orlando Township, 1937-1995

**Supervisor:** Dr M Chawane

**Mutambanengwe, Edwin Tinashe** (Social Work) **(with distinction)**

**Dissertation:** Monitoring and Evaluation of Community Based Services for Orphans and Vulnerable Children in Soweto

**Supervisor:** Prof L Patel

**Co-supervisor:** Prof ADP van Breda

**Richards, Kirsten Leigh** (Psychology) **(with distinction)**

**Dissertation:** Humour Styles as a Moderator in the Stress-Health Relationship

**Supervisor:** Dr G Kruger

**Rebello Da Silva, Natalie Elizabeth** (Anthropology)

**Dissertation:** Local Narratives of Water and Changing Climate along the Rhenosterspruit, Johannesburg

**Supervisor:** Dr C van Rooyen

**Rokebrand, Leane** (Toegepaste Linguistiek en Literatuurwetenskap) Applied Linguistics and Literary Theory) **(met lof)**

**Verhandeling:** Die rol van die vertaler in die vertaling van *Die boek van toeval en toeverlaat. Menigte vlakke van betekenis*

**Promotor:** Prof A-M Beukes

**Sakala, Beatrice Mutale** (Clinical Social Work)

**Minor Dissertation:** Perceptions of Domestic Violence among Men and Women in the Katete District of Zambia

**Supervisor:** Miss CN Latakomo

**Co-Supervisor:** Prof ADP van Breda

## 10. Philosophiae Doctor (PhD): Educationis

**Agherdien, Najma**

**Thesis:** Cultivating social learning spaces at an urban Johannesburg university student residence

**Supervisor:** Prof NF Petersen

**Cronje, Annelize**

**Thesis:** Epistemological border-crossing between western science and indigenous knowledge and its implications for teacher professional development

**Supervisor:** Prof JJJ de Beer

**Co-supervisor:** Prof PJ Ankiewicz

**Govender, Neelandren**

**Thesis:** The influence of holistic capacity on conducting effective internal whole-school evaluation (IWSE): Implications for grade 12 learner performance

**Supervisor:** Prof BR Grobler

**Co-supervisor:** Prof R Mestry

**Mtshali, Jabulani Julius**

**Thesis:** The professional development of school principals: A leadership development model for the induction and renewal of principals”

**Supervisor:** Prof V Msila (UNISA)

**Co-supervisor:** Prof PJ du Plessis

**Visagie, Bonita Bernice**

**Thesis:** Work meaning constructions by lay community health workers in an HIV/AIDS palliative care setting: Community and adult education perspectives

**Supervisor:** Prof J Pillay

## 11. **Doctor Litterarum et Philosophiae (DLitt et Phil)**

**Adeagbo, Oluwafemi Atanda (Sociology)**

**Thesis:** Gay Men, Intimacy and Family Life: Exploring Interracial Same-Sex Unions in Johannesburg

**Supervisor:** Prof K Naidoo

**Co-supervisor:** Dr L Groenewald

**Dlamini, Shokahle Roster (Historical Studies)**

**Thesis:** The Church of the Nazarene, Race and Gender in the Evolution and Development of Nursing Training in Swaziland, 1927-2007

**Supervisor:** Prof N Erlank

**Mulaudzi, Mbulaheni (Political Studies)**

**Thesis:** The Missing Link: State Capacity, Service Delivery and the Politics of the Developmental State in South Africa

**Supervisor:** Prof C Landsberg

**Saccaggi, Carolina Francesca (Psychology)**

**Thesis:** Leading the Latter-Day Saints: Psychobiographical Studies of Mormon Prophets

**Supervisor:** Prof CR Stones

**Sadiki, Koko Francois** (Political Studies)

**Thesis:** From the AFDL to the CNDP: Identity and Civil War in the Democratic Republic of the Congo

**Supervisor:** Prof Y Sadie

**Steyn, Ibrahim** (Sociology)

**Thesis:** The Relationship between Power and Democracy in Abahlali baseMjondolo of the Western Cape and the Implications for its Collective Identity, 2008-2012

**Supervisor:** Prof S Buhlungu

**Co-supervisor:** Prof A Desai





## **Agherdien, Najma (PhD) (Educationis)**

Najma Agherdien returned to graduate studies in 2003 and obtained a Master's in Computer-based Education (*cum laude*) from the University of Johannesburg. Over the past 20 years she has occupied various positions in tertiary education, most recently at the Centre for Academic Technologies at UJ, at Wits University and currently at the Independent Institute of Education. She has presented at the 6th International Conference on e-Learning at the University of British Columbia in Canada in 2011 and at the Higher Education Teaching and Learning Conference in Orlando Florida 2013 as well as at numerous local conferences. She has authored peer-reviewed articles in *Education as Change*, *Journal of Applied Research in Higher Education* and *Social Work/Maatskaplike Werk*, among others. She has published a case study in a book titled, *Activity theory, Authentic Learning, and Emerging Technologies: Southern Perspectives*, published by Routledge Education Series.

Najma Agherdien's PhD examines the conceptualisation and implementation of social learning spaces at a University of Johannesburg student residence in participatory action research mode. This study has a strong social justice focus where student voices were foregrounded. Designing a participatory action research study required a careful balance of her twin roles as both practitioner and researcher, which enabled an investigation that was respectful of students, while still maintaining the rigour of the research process. The main contribution of her study is in the integration of the methodological framework of participatory action research (PAR) with the theoretical framework of Cultural Historical Activity Theory (CHAT). Her complex conceptualisation of social learning spaces within the student residence environment makes a significant contribution to both the literature and the practices within this field and holds valuable lessons for future implementation at UJ and other South African universities. She has presented the findings from her thesis at the Higher Education Teaching and Learning international conference where she received an award for the best paper in innovative pedagogies.

**Supervisor:** Prof NF Petersen



## **Cronje, Annelize (PhD) (Educationis)**

Annelize Cronje obtained a BSc from the former PU for CHE, a Postgraduate Diploma in Education from the erstwhile RAU and a BEd Honours from UNISA (*cum laude*). In 2011, she obtained the MEd (Science Education) at the University of Johannesburg (*cum laude*). She worked as a Science teacher for many years, lectured at the Tshwane University of Technology and is currently a Senior Academic Advisor at the North-West University Mafikeng Campus where she also teaches education modules in indigenous knowledge. Annelize has delivered various papers at national and international conferences, published two articles and two book chapters.

Ms Cronje followed a qualitative design-based methodology to focus on the effect of three short intervention programmes on how science teachers view both the nature of indigenous knowledge and of science. As part of the study, a framework for the nature of indigenous knowledge as well as a questionnaire to determine the views of science teachers on indigenous knowledge were developed. Findings suggest that the majority of science teachers attending the (three) interventions held a partially informed view on both the nature of indigenous knowledge and the nature of science, but the well-planned intervention did change their views and resulted in the implementation of these aspects in science lessons. Several design principles that can assist with the planning of such a short learning programme were distilled from the data collected. The original contributions of this study are the development of a framework for the nature of indigenous knowledge that can direct the classroom practice of science teachers as well as the views on the nature or indigenous knowledge (VNOIK) questionnaire. The questionnaire can be a useful instrument to determine the views of teachers on indigenous knowledge and to measure the effect of a short learning programme on these views.

**Supervisor:** Prof JJJ de Beer

**Co-supervisor:** Prof PJ Ankiewicz



## **Govender, Neelandren (PhD) (Educationis)**

Neelandren Govender's professional and academic odyssey began in 1996 when he completed a Higher Diploma in Education at the Springfield College of Education, Durban. Thereafter, he relocated to Johannesburg where he completed a Bachelor of Education (Hons) degree at the University of the Witwatersrand in 2001. In 2009, he completed the Master's in Education (Leadership and Management) *cum laude* at the University of Johannesburg and in 2015 completed the Postgraduate Diploma in Monitoring and Evaluation from the University of the Witwatersrand. He is currently completing an NQF Level 5 National Certificate in Public Administration at the Milpark Business School. Neelan Govender is currently employed at the University of the Witwatersrand as a Monitoring and Evaluation Programme Manager.

This mixed methods study used the Holistic Equilibrium Theory of Organizational Development (HETOD) to gain an in-depth understanding of the influence of holistic staff capacity on conducting effective Internal Whole-school Evaluation (IWSE) within the Gauteng Department of Education's (GDE) public secondary schools. The findings from both data collection strands corroborated the overarching conclusion that holistic capacities development, transcending a technician bureaucratic approach, is more likely to result in the meaningful use of IWSE scaffolding school improvement. To this end, holistic capacity to conduct effective IWSE in a developing context translates into holistic capacity building for all education agents who are deemed to currently function within a limited transformational performance leadership/management repertoire of skills, thus preventing IWSE transcending its amateur status. In other words, equilibrium for IWSE within the school improvement framework begins with an admission that there is currently insufficient holistic systemic capacity to meaningfully execute a sophisticated performance management programme, which, in many instances, is perceived to be theoretically connected to school life, but practically disconnected from the core business of teaching and learning. This study has resulted in the acceptance of an article for publication in the international accredited journal, *Education, Leadership, Administration and Management*, entitled: Internal Whole-school Evaluation in South Africa: The Influence of Holistic Staff Capacity.

**Supervisor:** Prof BR Grobler

**Co-supervisor:** Prof R Mestry



**Mtshali, Jabulani Julius (PhD) (Educationis)**

Jabulani Julius Mtshali matriculated from Morris Isaacson High School, Soweto in 1971. He obtained a BA degree in 1975 and a UED in 1976 from the University of Zululand. Subsequently, he graduated with a BA Hons degree from UNISA in 1981 and a BEd with distinction from Wits in 1990. He enrolled for an MEd degree in educational management offered by the University of Durban-Westville in collaboration with the University of South Carolina, USA, which he successfully completed in 1993. He has taught at various schools and is the former principal of Illinge High School in Vosloorus, East Rand. During the period 1995 – 2001, he lectured at the University of Vista (now the University of Johannesburg) in the Department of Educational Management. Currently he is employed by the Gauteng Education Department.

Mr Mtshali's doctoral study explored the leadership and management challenges facing historically black schools. The central concept highlighted in the study is the pivotal role played by school principals in improving school effectiveness and concomitant learner performance. Adopting a qualitative, multiple case study design, the research focused on the professional development of school principals as part of the educational transformation currently underway in South Africa. The study sample included primary and secondary schools. The study is not only of academic importance, but is valuable to educational practice, as it developed a professional school principal leadership development model. The model can be used to induct principals and professionally renew the leadership and management competence of experienced school leaders. Flowing from the research, two articles were published in international journals.

**Supervisor:** Prof V Msila

**Co-supervisor:** Prof PJ du Plessis



**Visagie, Bonita Bernice (PhD) (Educationis)**

Bonita Bernice Visagie obtained her matric certificate from Success Correspondence College. Her Teacher's and Higher Education Diplomas were obtained from Potchefstroom University, while her Honours and Master's degrees in Life and Career Orientation were completed at the University of Johannesburg. She worked as a human resource officer, a generalist and an advisor at the University of the Witwatersrand, the University of South Africa and the Commission on Gender Equality and Gender Links. At the Gauteng Department of Education, she worked as a temporary teacher. Bonita is currently employed as a human resource manager at Lonerock Road Construction (Pty) Ltd, focusing on employees with skill resourcing needs.

The focus of this qualitative study was to explore the role of community health workers in a community based organisation in Bronkhorstspuit that provides palliative care for orphans and vulnerable children infected with HIV/AIDS. Adopting a community and adult education perspective, the role of the community health workers was critically analysed through a job-demands and job-resources theoretical framework. A phenomenological case study design was used to collect data through twenty-five individual interviews, two focus groups, numerous observations and document analysis. Data were processed through rigorous thematic analysis. The findings vividly pointed out specific knowledge and skills that community health workers need to be both satisfied and successful in their administration of palliative care to orphans and vulnerable children infected with HIV/AIDS. Furthermore, the participants identified several organisational challenges that negatively impact on their work experiences. Some of these challenges are a lack of career pathing processes and sufficient career guidance, and inadequate employment processes at the community organisation, such as staff retention, succession planning, and promotion. Based on the findings, a programme for enhancing the work experiences of the community health workers was designed. The scholarly contribution of this study is evident in the candidate's critical engagement with the literature and the findings, which led to the development of the support programme that is embedded in community engagement and adult education. It is hoped that the findings and model that emanated from this study would be used to support community health workers and their respective organisations to be more effective in the support they provide to HIV/AIDS infected orphans and vulnerable children.

**Supervisor:** Prof J Pillay



**Adeagbo, Oluwafemi Atanda (DLitt et Phil) (Sociology)**

Oluwafemi Atanda Adeagbo gained a BA Honours degree in Philosophy from the Adekunle Ajasin University of Nigeria in 2008. He gained a Master of Arts degree in Forced Migration studies from the African Centre for Migration and Society at the University of the Witwatersrand in 2011. The title of his dissertation was “Perceptual Factors and Nigerian Immigrants in Johannesburg – A Study of the Role of Nigerian-South African Intermarriages in Social Integration”. After registering for the DLitt et Phil in Sociology, Femi was awarded both a UJ-Commonwealth Scholarship and an NRF grant for doctoral study. He has worked as a tutor in the Sociology Department and as a researcher for the CSDA. In 2014 he was the South African Sociological Association’s student essay competition winner. During the period of his doctoral study, he presented papers at a number of local and international conferences, and published three articles in accredited journals.

Femi Adeagbo’s doctoral research was motivated by the acknowledgement that while South Africa’s post-apartheid Constitution offers its citizens the right to express their individual sexualities freely, particular groups, such as gay men and lesbians, are often not able to do so without fear of encountering discrimination, harassment or violence. In selecting to focus on gay men of different races, he was keen to probe the ways in which they negotiated their identities, constructed their intimate relationships, and managed their households, against the background of rising levels of homophobia. In this regard, Femi’s thesis contributes to a growing literature on family life in southern Africa, in particular to new interests on love and affect and how they shape the nature of attachments and desires for particular familial arrangements and strategies. By shifting the lens towards interracial, same-sex unions, he illuminates, with great sensitivity, a somewhat hidden and marginalised constituent of the South African population. In addition to counteracting a prevailing hetero-normative bias in the social sciences by drawing out detailed vignettes on gay men’s perspectives on intimacy and family life, this study is noteworthy in the way it advances recommendations for further study, and highlights contradictions between political rights and freedoms on paper and the lived realities of sexual minorities in South Africa.

**Supervisor:** Prof K Naidoo

**Co-supervisor:** Dr L Groenewald



**Dlamini, Shokahle Roster (DLitt et Phil) (Historical Studies)**

Shokahle Dlamini was born in Swaziland in 1969. She completed her BA (Humanities), PGCE and MA in History at the University of Swaziland. She has worked as a lecturer in the Department of History at UNISWA, and since 2006 as a lecturer and coordinator of the Humanities Programme in the Institute of Distance Education (IDE). She has been an active citizen at UNISWA, participating in or heading up a number of committees. In 2007 she was appointed by the Commonwealth of Learning to lead a team from Africa which went to develop Open Educational Resources in Singapore. She is married to Muhle Dlamini, and they have three daughters: Lindokuhle (24), Nkosephayo (19) and Masikwamahle (14).

Shokahle Dlamini's thesis examines nursing training in Swaziland from 1927 to 2007, focusing on the role of the Church of the Nazarene (CoN) in promoting Western biomedicine in Swaziland. With land acquired from the British colonial state, the CoN opened Swaziland's first hospital in 1927. Under Dr David Hynd, nursing training began the same year, at a time when it was offered by very few African states. By the 1950s the training programme was attended, not only by Swazi women, but also by trainees from bordering states. In the thesis, Dlamini charts developments in the provision of training, including the shift to professionalization (degree-based training) in the 1980s. An insightful and meticulously researched piece of history, the study also explores the role of state and gender in the provision of nursing training. Dlamini examines how and why Swazi women were targeted for nursing, as well as the experiences of male nurses when they entered training in the 1980s. She also examines the collaborative role, alternately diffident and supportive, of first the British colonial and later the post-colonial Swazi state in supporting nursing training. Her archival work is supported with nuanced and careful oral histories, shedding light on the experiences of women and men trained as nurses, including the crucially important role of their Christianity in supporting and sustaining them through training and practice.

**Supervisor:** Prof N Erlank



**Mulaudzi, Mbulaheni (DLitt et Phil) (Political Studies)**

Mbulaheni Mulaudzi was born in Dzanani in the Vhembe District Municipality. He started his primary education at Dzanani Junior Primary School and proceeded to Mauluma Primary School. He completed his secondary education at Tswime Secondary School in 1990. He gained his first degree in Political Science from the University of Venda in 1998, his Bachelor of Arts Honours Degree in 1999, and his Master's degree in Political Science at the University of Pretoria in 2006. He commenced his doctoral studies at the University of Johannesburg in 2011, and he has published in national review journals.

This thesis examines the Post-Keynesian Developmental State Theory and its implications for the international political economy and macro-economic management. Adopting an interpretive, exploratory and textual analysis approach, the study begins by focusing on the evolution of the economy from an agrarian to an industrial economy, and also on the strategic role of the state in setting the development agenda and driving the economy in society. The Post-Keynesian Developmental State Theory focuses on the idea of state-led development and state intervention in the market, unlike for instance in the case of a regulatory state. The study brings into sharp focus the importance of building a meritocratic bureaucratic system, one that prioritizes highly-educated, well-trained and well-skilled personnel in the attainment of strategic developmental goals. In its 1997 Polokwane Conference the African National Congress declared South Africa a developmental state. A developmental state, the study asserts, does not come about through diktat, however. The study goes on to argue that South Africa is not a developmental state, as it lacks the characteristic features of such a state. In order to address its vast service delivery challenges, the study concludes, South Africa needs to address its political, organisational, technical, and ideational challenges at local, provincial and national spheres of government.

**Supervisor:** Prof C Landsberg





**Saccaggi, Carolina Francesca (DLitt et Phil) (Psychology)**

Carol Saccaggi was born in the then Eastern Transvaal, and has lived and worked for most of her adult life in and around Gauteng, South Africa. She obtained her BA (cum laude), BA (Hons; with distinction) and MA (English Literature; cum laude) from the University of the Witwatersrand (2003, 2004, 2007) before completing her MA (Clinical Psychology; cum laude) at the University of Pretoria (2009). Carol has worked as a clinical psychologist in a variety of governmental and private settings and is currently a lecturer in the Department of Psychology at the University of Johannesburg.

The candidate's thesis uses the psychobiographical method to provide detailed psychological portraits of two leaders of The Church of Jesus Christ of Latter-Day Saints (more commonly referred to as the Mormon Church). These leaders, Wilford Woodruff (1807-1898) and Gordon Bitner Hinckley (1910-2006), represent very different eras in the Church's history and the analysis of their lives using two psychological theories (Erik Erikson's psychosocial developmental theory and Silvan Tomkins' script theory) allowed for a greater insight not only into their own individual development but also into the developing nature of the Mormon Church as a whole. The study makes a unique contribution to the understanding of the Mormon religion from a psychological perspective by highlighting the role played by individuals in the development of the religion. From a theoretical perspective, the combination of the theories of Erikson and Tomkins represents a contribution to psychological theory through the analysis of the usefulness of these theories as explanatory paradigms for longitudinal research. Finally, this is the first multiple subject psychobiography conducted by a South African scholar and thus makes a significant methodological contribution by formulating clear guidelines for the conducting of multiple subject psychobiographies.

**Supervisor:** Prof CR Stones



**Sadiki, Koko Francois (DLitt et Phil) (Political Studies)**

Koko Sadiki is a national of the Democratic Republic of the Congo. He holds a Bachelor in Politics from the University of Kisangani and an Honours (cum laude) in Politics from the University of Kinshasa. Upon relocating to South Africa, he completed a Master's degree at the University of KwaZulu-Natal. He currently lives in Libreville, Gabon, where he works as a Peace and Security Analyst for the Economic Community of Central African States (ECCAS). Before joining ECCAS, Koko worked as a researcher at the University of South Africa and the African Centre for the Constructive Resolution of Disputes (ACCORD).

At the heart of this thesis lies an exploration of the complicated, contentious and intricate relationship between civil war, identity, ethnicity and citizenship. It focuses specifically on the First, Second and Third Congolese wars waged by the Alliance of Democratic Forces for the Liberation of the Congo (AFDL), the Congolese Rally for Democracy (RCD) and the National Congress for the Defence of the People (CNDP) respectively, in the period between 1996 and 2009. The overall objective of the study was to analyse the role played by Banyarwanda identity in causing, fighting and managing the conflict during these three rebellions. In essence the thesis explores the popular assumption that Banyarwanda identity was a key factor and main driver of these violent conflicts. The study has found that although Banyarwanda identity was exploited and used by the AFDL, RCD and CNDP, it cannot be used as a 'single cause' for these rebellions; in fact, regional political-economic explanations are as important. The politic-economic approach developed in the thesis provides a relevant 'tool' for more nuanced analyses of civil wars. It allows the analyst to move beyond simple explanations, or an overemphasis on the causes and roots of such conflicts, to detailed explorations of these over time.

**Supervisor:** Prof Y Sadie



**Steyn, Ibrahim (DLitt et Phil) (Sociology)**

Ibrahim Steyn was born and raised in a working-class area of Cape Town. He obtained his BA and Honours from the University of Durban-Westville (2002; 2003), and his MA from the University of KwaZulu-Natal (2006). Between 2007 and 2013 he was variously a programme coordinator, an archivist and a research consultant.

Steyn's thesis critiques celebratory notions of democratic practices of social movements and lays bare the contradictions fostered by external resource support for movements. Using a case study of Abahlali baseMjondolo of the Western Cape (AbMWC), a shack dwellers' movement in Cape Town, Steyn explores how unequal power relations within a social movement affect the practice of internal democracy. The study found that during the movement's early years (2008–2010) unequal power relations among leaders, members and followers, between men and women, and between young and old had no visible inimical effects on the practice of internal democracy in the movement. However, as the movement became more established, especially after it started receiving external financial support, unequal power relations emerged and deepened among these groups, and therefore had a visibly pernicious effect on internal democracy. Steyn's study therefore contradicts the conventional wisdom within the New Social Movement literature that argues that so-called new movements are inherently more democratic than political parties and labour movements. Although he does not subscribe to Robert Michels' theory of an 'iron law of oligarchy', Steyn's thesis challenges social movement scholars to engage critically with theories of internal democracy in collective organisations such as those of Michels.

**Supervisor:** Prof S Buhlungu

**Co-supervisor:** Prof A Desai



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