



COMMUNITY  
ENGAGEMENT  
UNIT



Co-creation

Community engagement

Participatory epistemology

Socially Responsive Research

Learning and Teaching

Sociomusic

Equity

Innovation

Partnerships

Transdisciplinary

Engaged Scholars

University of the Western Cape

# SCHOLARSHIP OF ENGAGEMENT REPORT | 2024

(Community Engagement & Learning and Teaching)



UNIVERSITY of the  
WESTERN CAPE

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2024

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University of the Western Cape

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(Community Engagement & Learning and Teaching)



UNIVERSITY *of the*  
WESTERN CAPE



## OVERVIEW

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The Scholarship of Engagement (SoE) Report 2024 highlights the Community Engagement and Learning and Teaching citations for 2023. The citations captured, represent engaged research by UWC scholars from all faculties, support units, divisions, and centres at UWC.

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## PREFACE

DEPUTY VICE-CHANCELLOR: ACADEMIC  
Prof. Vivienne Lawack

Dear UWC Community

It is with great joy and pride that I release our Scholarship of Engagement (SoE) Report 2024. It is also a special moment on a "personal level" and "different forms of scholarship", as this is my last SoE Report, in my capacity as DVC Academic.

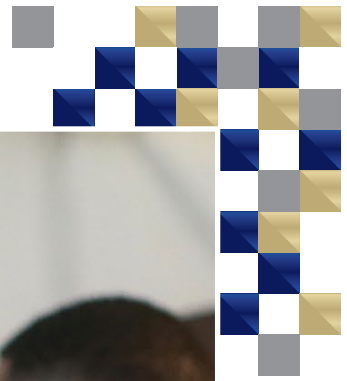
We have come a long way to institutionalise the Scholarship of Engagement for Societal Impact (SoE-SI) at UWC. A part of this engagement involved courageous conversations with our community partners to distil our Principles for Community Engagement reward and recognition of excellence, in the integration of community engagement and how we provide evidence and evaluate our societal impact. When we launched our SoE Report, it was a first time in providing evidence of that integration and different forms of SoE, including evidence of our Scholarship of Learning and Teaching outputs and outcomes.

This is our fourth SoE Report, and I would be remiss if I don't thank the CEU, under the leadership of Prof. Priscilla Daniels, Dr Hart, Mr Mallum, Ms Hellenberg, Ms Kiewiets, Ms Mgudlwa, and very importantly, Ms Pearl September-Brown, as well as Ms Shehaamah Mohamed and Ms Swekile from the Library, who assisted her in extracting your SoE at UWC, and presenting it in this report.

It is my fervent hope that whomever the new leadership may be, that SoE-SI will continue to be institutionalised and expanded, including the SoE Report.

Congratulations to all our colleagues, whose contributions are in this year's SoE Report. You made us proud!

Prof Vivienne Lawack  
DVC: Academic





# INTRODUCTION

## INTRODUCTION

Higher education in South Africa has been instrumental in challenging power dynamics, promoting inclusivity, and fostering knowledge production that reflects the country's diverse historical context. In the historical context of South Africa, higher education has played a significant role in knowledge production and power dynamics, particularly in the post-apartheid era. The country's higher education system has undergone substantial transformations, to address the legacies of Apartheid, and promote inclusivity and diversity (Osman et al., 2019). The dismantling of Apartheid policies led to a shift in education policies, requiring universities to become more cost-effective and massified, opening access to historically excluded populations (Osman et al., 2019). The transformation of the higher education system was aimed at redressing past inequalities, consequently, creating a more inclusive educational environment (Koch et al., 2023). Internationalisation has brought new perspectives and opportunities for collaboration, contributing to the diversification of knowledge production within the higher education sector. Efforts to address historical injustices, as well as promote diversity, have been central to the evolution of higher education in South Africa.

Knowledge production and power are closely intertwined with access and equity in education. Establishing a fair and inclusive academic environment requires the pursuit of fairness and access in higher education (Ayeni et al., 2024). Within the context of knowledge creation, equity encompasses more than just the granting of educational opportunities. It also entails reconfiguring educational methods, to prioritise students from marginalised groups and their communities (Gravin et al., 2023). This transformational approach to equity ensures that all students have access to valued knowledge and practices, while reshaping these norms to be more inclusive and representative of diverse perspectives. The intersection of knowledge production, power dynamics, and equity in education, emphasises the significance of, not only the provision of access to education, but also

the reshaping of educational systems, to be more inclusive, supportive, and transformative for all students, regardless of their cultural and social economic backgrounds.

## ACCESS TO HIGHER EDUCATION

Student access, retention, and success, are significant concerns in higher education, globally (Mitchell, 2021), with varying levels of severity, depending on national and regional circumstances (MacGregor, 2020). Inequities are present among various communities in society, which contribute to past discriminatory standards, related to economic class, gender, minority status based on ethnic, linguistic, religious, and cultural features, as well as impairments (Salmi, 2023). Despite obtaining access, students belonging to under-represented and previously excluded groups, typically, exhibit poorer rates of completion. As a consequence, they are frequently enrolled in lower-ranked higher education institutions, and encounter limited, or inferior job prospects (Salmi, 2023).

The ecosystem of higher education has several crucial components, such as admissions criteria, quality assurance, government subsidies, tuition fees, and financial aid, which significantly impact equality and outcomes in higher education (Salmi, 2023). Globally, there is an urgent need to implement targeted and consistent policies, to address the potential exacerbation of access and fairness issues in higher education for marginalised populations (Seneviratne, 2021).

A substantial number of individuals with the capacity to reap benefits from further education are failing to do so (Atherton, 2021), which perpetuates socioeconomic stratification and hinders societal progress; consequently, frustrating efforts to tackle global concerns (Atherton, 2021). According to Jensen (2019), the divisions caused by knowledge that result in the exclusion of the impoverished from active participation in society, are more consequential than those caused by digital technology. Higher education, with the support of governments,





need to collaborate with marginalised communities, to provide support and guidance, towards the pursuance of higher education as a means of empowerment (Seneviratne, 2021). Therefore, access to higher education is crucial for equity, as it empowers individuals, as well as communities, through knowledge and opportunities, leading to social impact.

### **INTERNATIONAL STUDENT MOBILITY**

Student mobility offers students the opportunity to develop intercultural competence and critical skills, improving their quality of education and the ability to be competitive in the global labour market (Onder-Ozdemir, et al., 2023). Students place personal growth, international living, socialising, developing social skills, and enhancing language proficiency, as top priorities, when considering international mobility programmes (Lesjak et al., 2015). They carefully consider the benefits and drawbacks of such programmes, from both personal and economic perspectives (Vasilopoulos et al., 2021). In Africa, one of the main reasons that students pursue university education outside their countries of origin, is the desire for qualifications with worldwide recognition (Kigotho, 2023), which may enable a shift in social mobility.

While international student mobility (ISM) is seen as a positive occurrence, it could also have a negative impact on the country of origin, as many students never return, consequently, depriving their countries of the critical human resource capacity needed for development (Kigotho, 2023). Developed countries are increasingly receptive to skills migration, as a strategic means of acquiring the workforce that is essential for their socio-economic development (Wang, 2023).

When examining patterns of ISM, it is important to explore current global political realities, as it could be a problematic prospect for higher education mobility and internationalisation more broadly (Altbach, et al., 2023). Current global political realities, such as: the conflict in

Afghanistan, Ukraine, Sudan, and Gaza; the political climate in the Netherlands of an extreme right anti-immigration party; the economic and political tensions between China and Europe; the unpredictable state of US-China relations, as well as the possibility of Donald Trump being re-elected; are all factors that could affect ISM (Altbach, et al., 2023). Therefore, the fastest-growing mobile populations consist of students from conflict-affected regions, who are interested in continuing their higher education elsewhere (Martel, 2024), as they need options to continue studying, if they cannot return home.

The conflict in Sudan erupted in mid-April 2023, consequently, causing substantial damage to the higher education sector (Sawahel, 2024). The president of the Sudanese National Academy of Sciences, Professor Mohamed Hassan, reported that “This destruction has led to a complete standstill in teaching and research activities in many universities and higher education institutions, significantly disrupting the country’s educational progress” (Sawahel, 2024, p. 1). In the last twenty years, a significant number of Nigerians have pursued studies in Sudan, due to the frequent strikes organised by academics at Nigerian public universities (Eze, 2023) that limited access to higher education. However, the conflict in Sudan also held severe repercussions for students, resulting in substantial academic disruptions, delays in graduation, and a marked deterioration in the quality of education (Eze, 2023).

Globally, higher education in-person learning was disrupted during the COVID-19 pandemic, and in the last few years, the conflicts in Ukraine and Sudan have also contributed to limited access to education. These situations have allowed the exploration of several methods of online instructions (Marinoni et al., 2020); however, they have also highlighted the inequalities and lack of resources in higher education in many countries, including South Africa (Jensen, 2019). Additionally, they facilitated a reassessment of the importance of virtual mobility for international students, whether for short-term exchange programmes/

courses, or full-time study abroad (Wang, 2023). Therefore, it is advisable to promote the use of virtual and blended mobilities, to cater to study programmes aimed at attracting international students. These programmes could include both degree and short-term programmes (Wang, 2023). In addition, this strategy offers students increased access and quality education, without having to leave their home countries, which is one solution to the brain drain experienced in Africa.

## CONCLUSION

Engaged scholarship is a critical approach within higher education that emphasises the integration of academic knowledge production with societal impact. Higher education institutions, therefore, fulfil a central role in the creation and sharing of knowledge; consequently, it is logical that higher education actively contribute to the development of a knowledge-based society (Jensen, 2019), by addressing the issue of fair access and success in higher education, on a worldwide scale. This concept involves a collaborative effort between academia and the communities, to address real-world challenges, and promote positive change. Van de Ven et al. (2006) argue that engaged scholarship enhances the relevance of research for practical applications, and contributes significantly to the advancement of knowledge, within

specific domains. Additionally, Van de Ven et al. (2006) highlights how a pedagogy of engagement could link faculty and students to local community needs, leading to higher retention, as well as graduation rates in higher education.

This aligns with the idea that higher education institutions fulfil a crucial role in societal development, by actively engaging with non-academic stakeholders (Păunescu et al., 2022). By fostering research with societal impact, universities could produce relevant and usable knowledge that addresses the needs of various communities (Păunescu et al., 2022). The model of engaged scholarship involves elements, such as the scholarship of discovery, integration, application, and teaching (Glassick, 2000). This comprehensive approach ensures that research, not only contributes to knowledge for knowledge's sake, but also applies this knowledge to solve social problems, and educate future scholars. In addition, engaged scholarship is perceived as a method that involves co-creating and applying new knowledge, to prioritise community needs and problem-solving strategies (Jensen et al., 2019). In conclusion, engaged scholarship is a multifaceted concept that bridges the gap between academia and society, emphasizing the practical application of research, to address real-world issues.

## DISCUSSION OF CENTRIC CIRCLES:

**Scholarship of research** aims at monitoring and evaluating the CE process through a structured reflective praxis.

**Scholarship of integration** aims at continuous facilitation integration and promotion of CE through capacity building, mentoring and coaching between role-players and stakeholders towards enhancing partnerships.

**Scholarship of theory and practice** aims at partnership and citizenry building for the purpose of empowerment.

**Scholarship of application** aims at facilitating sustainable communities through the recognition of indigenous knowledge and resilience.

**Scholarship engagement** facilitates an enabling environment for sustainable communities through CE and has its foundation and structure within Higher Education Institution frameworks.



**SCHOLARSHIP OF ENGAGEMENT**  
HIGHER EDUCATION INSTITUTION  
*(Policies, Mission, Vision, Ethos, ALL Scholarships etc, which GUIDE engagement)*

*Adapted from  
Boyer 1990*

Figure. 1 Scholarship of Engagement Model





# DEAN: FACULTY OF ARTS AND HUMANITIES

Prof. Monwabisi Ralarala

The Faculty of Arts and Humanities is delighted to report on the following highlights and achievements, in respect of Community Engagement and Societal Impact:

### The Barrydale Annual Puppet Parade and Performance, December 2023

With the Rector and Vice Chancellor, Prof. Tyrone Pretorius, in attendance on 16 December, the 2023 giant puppetry parade and performance titled, Moving Mountains, was staged. Based on the life of Koos Sas, this performance was the latest performance of one of the leading puppetry events in South Africa; the result of a 14-year partnership between the CHR and Net vir Pret in Barrydale. Developing inspiration from the reimagined historical narrative of Koos Sas, a sheep rustler from the early 1900s in the Klein Karoo who was accused of murder and then, without trial, hunted down and eventually shot in Springbok in the Northern Cape in 1922. In the popular legends of the Klein Karoo, Koos Sas, whose remains were put on display in the Montagu Museum, is regarded as a symbol of resistance to colonial domination, dispossession and ecocide.

Emerging from Out of a year of research, workshops and training, the final production in August drew inspiration from the workshops with Prof. Tito Loreface of Beijing University Net vir Pret, and the LoKO team at Iyatsiba Lab; from a field trip to research the historical cave art and rock paintings in the Tradouw Pass, with interns and staff of Net vir Pret and LoKO; from performance and puppetry workshops in Barrydale with LoKO, visiting scholars from the University of Toronto and the Punctuate Theatre Company, Ontario Canada; and from a field trip for Net vir Pret staff and interns to the Montagu Museum.

### Department of Geography, Environmental Studies & Tourism

Emerging Researcher Best Paper Award 2023: The Department of Geography, Environmental Studies & Tourism is pleased to announce that Dr Tinashe Kanosvumhira has won the second prize for the Society of South African Geographers' (SSAG) Student and Young Professionals group (SnP), Emerging Researcher Best Paper Award 2023, for his manuscript titled, 'Rethinking the selling of agro-ecological harvest post-pandemic in urban community gardens in Cape Town, South Africa'. Tinashe also hosted a discussion workshop titled, 'The evolution of my PhD journey and beyond', to share doctoral degree insights, and inspire the SSAG-SnP group.

### MMICA International Symposium:

On 23 October 2023, Prof. Bradley Rink, South African peer researchers, and an international team of scholars from University of Durham (UK) and Transaid UK, presented findings from the Volvo Research and Educational Foundations (VREF) funded project titled, 'Investigating young men's experiences of walking to the 'Bus' in low income neighbourhoods of Cape Town and London'. The presentation took place at the first international symposium of UWC's Migration and Mobilities Interdisciplinary Collective in Africa (MMICA).

### Walk21 Kigali, Rwanda:

On 16 and 19 October 2023, members of Prof. Bradley Rink's Volvo Research and Educational Foundations (VREF) project team presented findings from their project titled, 'Investigating young men's experiences of walking to the 'bus' in low income neighbourhoods of Cape Town and London' at a VREF pre-conference workshop, and the Walk21 Kigali conference session presentation. The work was also communicated to the broader public as part of the Transformative Urban Mobility Initiative (TUMI) blog at <https://transformative-mobility.org/walkway-to-sustainable-mobility-walk21-kigali/>, as well as at Women Mobilize



### THE FACULTY OF ARTS AND HUMANITIES SCHOLARSHIP OF ENGAGEMENT CITATIONS 2023

2023	FACULTY OF ARTS AND HUMANITIES TABLE 1	SCHOLARSHIP OF	DEPARTMENT/ SCHOOL/ CENTRE/ INSTITUTE/ DIVISION/ UNIT
1	Bharuthram, S., & van Heerden, M. (2023). The affective effect: Exploring undergraduate students' emotions in giving and receiving peer feedback. <i>Innovations in Education and Teaching International</i> , 60(3), 379-389. <a href="https://drive.google.com/file/d/1iLWWIBI2NxethelyjrW7AE3NZbPQWgq/view?usp=drive_link">https://drive.google.com/file/d/1iLWWIBI2NxethelyjrW7AE3NZbPQWgq/view?usp=drive_link</a>	Research	Department of English
2	Cyster, C., & Salubi, O. (2023). A knowledge sharing framework for Human Capital Development in Pentecostal Religious Organizations. <i>Journal of Religious &amp; Theological Information</i> , 22(4), 175-193. <a href="https://drive.google.com/file/d/11_061WskRUM9aYQpScbOh0S4lkB-610V/view?usp=drive_link">https://drive.google.com/file/d/11_061WskRUM9aYQpScbOh0S4lkB-610V/view?usp=drive_link</a>	Integration	Department of library & information science
3	Ka Dideka, L., & Verghese, B. (2023). Iingoma Zomzabalazo in Conversation: An archival engagement with recordings of liberation songs. <i>Kronos</i> , 49(1), 1-21. <a href="https://drive.google.com/file/d/160t56edVu4yNaMcsEpwl8AjoCf0v_7d9/view?usp=drive_link">https://drive.google.com/file/d/160t56edVu4yNaMcsEpwl8AjoCf0v_7d9/view?usp=drive_link</a>	Integration	Department of History
4	Katto, J., & Becker, H. (2023). Introduction: Rethinking time and gender in African history. <i>Nordic Journal of African Studies</i> , 32(3), 155-164. <a href="https://drive.google.com/file/d/1e-1n8VIDW9dV1aRtEY6sb0gkL_EA9jc/view?usp=drive_link">https://drive.google.com/file/d/1e-1n8VIDW9dV1aRtEY6sb0gkL_EA9jc/view?usp=drive_link</a>	Research	Department of Anthropology
5	Klaasen, J. S. (2023). African Christianity and healing: Implications for pastoral care. In die <i>Skriflig</i> , 57(1), 1-7. <a href="https://drive.google.com/file/d/1sD1gSWGGA_My2g8H7uakuBIVpWpl9knp/view?usp=drive_link">https://drive.google.com/file/d/1sD1gSWGGA_My2g8H7uakuBIVpWpl9knp/view?usp=drive_link</a>	Research	Department of Religion and Theology
6	Lewis, D., Reddy, V., & Mafofo, L. (2023). Transnational perspectives on food, ecology and the anthropocene. <i>Agenda</i> , 37(1), 3-11. <a href="https://drive.google.com/file/d/1_ESHVEUADSQzFccisHgJHhSMnEKRgPTg/view?usp=drive_link">https://drive.google.com/file/d/1_ESHVEUADSQzFccisHgJHhSMnEKRgPTg/view?usp=drive_link</a>	Application	Department of Women and Gender Studies
			Department of Linguistics

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7	Maeneche, B. F. (2023). <i>Media representations of male perpetrators of violence against women and children: a decolonial feminist analysis</i> [Master's thesis] <a href="https://drive.google.com/file/d/13mYhMErqG6A4ADVScTvkK67iEnt1Gzs/view?usp=drive_link">https://drive.google.com/file/d/13mYhMErqG6A4ADVScTvkK67iEnt1Gzs/view?usp=drive_link</a>	Theory & Practice	Department of Women and Gender Studies
8	Mitchell, V., Gredley, S., & Carette, L. (2023). Participatory Relationships Matter: Doctoral Students Traversing the Academy. <i>Qualitative Inquiry</i> , 29(1), 232–243. <a href="https://drive.google.com/file/d/1JCFOL-zDkKM9iWRCN4diHkM10INDzFDe/view?usp=drive_link">https://drive.google.com/file/d/1JCFOL-zDkKM9iWRCN4diHkM10INDzFDe/view?usp=drive_link</a>	Engagement	Department of Women and Gender Studies
9	Mohamed, K. (2023). <i>Protesting death-disability-debility imaginaries: Ontological erasure and the endemic violences of settler colonialism</i> [Doctoral dissertation] <a href="https://drive.google.com/file/d/15BbdJQwb0109LbJo6xtATXo5bM7-uid9/view?usp=drive_link">https://drive.google.com/file/d/15BbdJQwb0109LbJo6xtATXo5bM7-uid9/view?usp=drive_link</a>	Research	Department of Women and Gender Studies
10	Moodie, L. (2023). <i>Mental health promotion: An exploration of a peer community-based intervention in Cape Town</i> [Master's thesis] <a href="https://drive.google.com/file/d/1sHW9LmoTY4XsRfEYtC0862Ws0tL_JE/view?usp=drive_link">https://drive.google.com/file/d/1sHW9LmoTY4XsRfEYtC0862Ws0tL_JE/view?usp=drive_link</a>	Application	Department of Anthropology/ Sociology
11	Patel, M., Braaf, N., Chinnian, K., & Mohammed, T. (2023). Online Assessments for Reflection within a Large Class: A Case Study of English for Educational Development Law Students at the University of the Western Cape. <i>ALTRALANG Journal</i> , 5(01), 336–354. <a href="https://drive.google.com/file/d/1yPaTSVHyDwimBVGcYsHqbZnGkQBGsXis/view?usp=drive_link">https://drive.google.com/file/d/1yPaTSVHyDwimBVGcYsHqbZnGkQBGsXis/view?usp=drive_link</a>	Research	Department of English Department of Foreign Languages
12	Pillay, M. (2023). "First Woman to..." Exceptionalism Discourse: Badge of Honour or Badgering Burden? <i>African Journal of Gender and Religion</i> , 29(2), 56–75. <a href="https://drive.google.com/file/d/1TnUAAVKRzC0FAq6ziqQbuU3G1mdlYSbK/view?usp=drive_link">https://drive.google.com/file/d/1TnUAAVKRzC0FAq6ziqQbuU3G1mdlYSbK/view?usp=drive_link</a>	Theory & Practice	Desmond Tutu Centre for Religion and Social Justice
13	Pyper, B. (2023). Public Culture, Sociality, and Listening to Jazz: Aural Memorialisation in the Time of COVID. <i>Kronos</i> , 49(1), 1–21. <a href="https://drive.google.com/file/d/1DEHWh8NP4IENTN22PqKw20-xzKhZ8Fo/view?usp=drive_link">https://drive.google.com/file/d/1DEHWh8NP4IENTN22PqKw20-xzKhZ8Fo/view?usp=drive_link</a>	Engagement	Department of History
14	Salubi, O. G., & Muchaonyerwa, N. (2023). Postgraduate students' internet use and prevalence of internet addiction: what roles can librarians play post COVID-19? <i>Digital Library Perspectives</i> , 39(4), 517–537. <a href="https://drive.google.com/file/d/1WMAblPKLKCKJxH-vx3y1Qwse6vjRL-WP/view?usp=drive_link">https://drive.google.com/file/d/1WMAblPKLKCKJxH-vx3y1Qwse6vjRL-WP/view?usp=drive_link</a>	Research	Department of Library and Information Science
15	Salubi, O., & Majavu, U. (2023). Toward the development of a framework for literacy support and promotion by public libraries in financially and infrastructurally low-resourced territories. <i>Reference Services Review</i> , 52(2), 218–230. <a href="https://drive.google.com/file/d/1zpzl5VxqnAq3pFT2NlbC9HtDB0gqgX9r/view?usp=drive_link">https://drive.google.com/file/d/1zpzl5VxqnAq3pFT2NlbC9HtDB0gqgX9r/view?usp=drive_link</a>	Engagement	Department of Library and Information Science
16	Seboa, A. (2023). <i>Globalisation and food positioning semiotics: Halaal food access and perceptions among Muslims in Cape Town</i> [Master's thesis] <a href="https://drive.google.com/file/d/1JWsRAXdHd7GBKJoyD0swnNtJMgkqnej7/view?usp=drive_link">https://drive.google.com/file/d/1JWsRAXdHd7GBKJoyD0swnNtJMgkqnej7/view?usp=drive_link</a>	Research	Department of Linguistics
17	Shabangu, C. (2023). <i>Critiquing white ecclesial leadership in multiracial South African neo-Pentecostalism</i> [Master's thesis] <a href="https://drive.google.com/file/d/1NFFosYBqfZER1-8Wj35KsnYolvEgdrv/view?usp=drive_link">https://drive.google.com/file/d/1NFFosYBqfZER1-8Wj35KsnYolvEgdrv/view?usp=drive_link</a>	Theory & Practice	Department of Religion and Theology

If the hyperlink do not open input the link into google.

18	Shaikjee, M. (2023). <i>The semiotics of the mosque and its impact on self-perceptions of the feminine body</i> [Doctoral dissertation] <a href="https://drive.google.com/file/d/1F81cW82ZB6R3LuCVaHigbfGxwgNS3TW0/view?usp=drive_link">https://drive.google.com/file/d/1F81cW82ZB6R3LuCVaHigbfGxwgNS3TW0/view?usp=drive_link</a>	Application	Department of Linguistics
19	Shefer, T., & Ratele, K. (2023). South African critical masculinities studies: a scan of past, current and emerging priorities. <i>NORMA</i> , 18(2), 72–88. <a href="https://drive.google.com/file/d/1K0k5scwq7BSX0l6uGlfnuT2yXafr585Z/view?usp=drive_link">https://drive.google.com/file/d/1K0k5scwq7BSX0l6uGlfnuT2yXafr585Z/view?usp=drive_link</a>	Engagement	Department of Women and Gender Studies



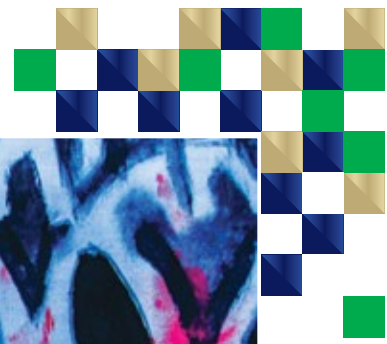
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**THE FACULTY OF ARTS AND HUMANITIES LEARNING & TEACHING CITATIONS 2023**

2023	FACULTY OF ARTS AND HUMANITIES TABLE 2	DEPARTMENT/ SCHOOL/ CENTRE/ INSTITUTE/ DIVISION/ UNIT
1	Al-Sowaidi, B., & Mohammed, T. (2023). An Exploration of Student Interpreters' Attitudes towards the Undergraduate Interpreting Training Programmes at Yemeni Universities. <i>Journal of Language Teaching and Research</i> , 14(3), 597–609. <a href="https://doi.org/10.17507/ijltr.1403.07">https://doi.org/10.17507/ijltr.1403.07</a>	Department of Foreign Languages
2	Brown, D. (2023). <i>Finding my way: Reflections on South African literature</i> . New York, NY., USA. Routledge. <a href="https://doi.org/10.4324/9781032633831">https://doi.org/10.4324/9781032633831</a>	Centre for Multilingualism and Diversities Research (CMDR)
3	Buthlezi, S., Mutanga, O., Sibanda, M., Odindi, J., Clulow, A. D., Chimonyo, V. G. P., & Mabhaudhi, T. (2023). Assessing the Prospects of Remote Sensing Maize Leaf Area Index Using UAV-Derived Multi-Spectral Data in Smallholder Farms across the Growing Season. <i>Remote Sensing</i> , 15(6), 1597. <a href="https://www.mdpi.com/2072-4292/15/6/1597">https://www.mdpi.com/2072-4292/15/6/1597</a>	Department of Geography, Environmental Studies and Tourism
4	Carstens, D. (2023). An octo-aesthetic figuration for learning in times of crisis. <i>Critical Studies in Teaching and Learning</i> , 11(SI 2), 1–18. <a href="https://www.scopus.com/inward/record.uri?eid=2-s2.0-85177230003&amp;doi=10.14426%2fcristal.v11iSI2.712&amp;partnerID=40&amp;md5=3fd96b3778450065af246949714d90b8">https://www.scopus.com/inward/record.uri?eid=2-s2.0-85177230003&amp;doi=10.14426%2fcristal.v11iSI2.712&amp;partnerID=40&amp;md5=3fd96b3778450065af246949714d90b8</a>	Department of English
5	Carstens, D., & Roberts, M. M. (2023). Mobilising more- than- human aesthetics: Becoming Octopus as Pedagogical Praxis. In T. Shefer, V. Bozalek & N. Romano (Eds.), <i>Hydrofeminist Thinking With Oceans: Political and Scholarly Possibilities</i> (pp. 62–77). Abingdon, Oxon, England. United Kingdom. <a href="https://doi.org/10.4324/9781003355199-5">https://doi.org/10.4324/9781003355199-5</a>	Department of English
6	Cutalele-Maqhude, P. (2023). The impact of poor reading skills on Grade 12 isiXhosa Home Language exam results. <i>South African Journal of African Languages</i> , 43(2), 177–182. <a href="https://doi.org/10.1080/02572117.2023.2248753">https://doi.org/10.1080/02572117.2023.2248753</a>	Department of Foreign Languages
7	Cyster, C., & Salubi, O. (2023). Religious Knowledge Management Practices in a Pentecostal Denomination in South Africa. <i>Journal of Information and Knowledge Management</i> , 22(5), Article 2350031. <a href="https://doi.org/10.1142/S0219649223500314">https://doi.org/10.1142/S0219649223500314</a>	Department of Library and Information Science
8	Darch, C., & Israel, P. (2023). Mozambique's "Teachers of the Negative": The Confessions of FRELIMO Dissidents at the Nachingwea Camp, March–May 1975. <i>International Journal of African Historical Studies</i> , 56(2), 159–190. <a href="https://www.scopus.com/inward/record.uri?eid=2-s2.0-85178439404&amp;partnerID=40&amp;md5=4e68a924ef7e28ef457e18c96cc0ddd4">https://www.scopus.com/inward/record.uri?eid=2-s2.0-85178439404&amp;partnerID=40&amp;md5=4e68a924ef7e28ef457e18c96cc0ddd4</a>	Department of Historical Studies
9	De Soete, A., & Slembrouck, S. (2023). The EMI content lecturer as a street-level bureaucrat: discretionary actions and coping mechanisms in micro-level language policy-as-produced. <i>Journal of Multilingual and Multicultural Development</i> , 1–20. <a href="https://doi.org/10.1080/01434632.2023.2229801">https://doi.org/10.1080/01434632.2023.2229801</a>	Department of Linguistics

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10	<p>Deumert, A., &amp; Makoni, S. (2023). Decolonial praxis and pedagogy in sociolinguistics: Concluding reflections. In A. Deumert &amp; S. Makoni (Eds.), <i>From Southern Theory to Decolonizing Sociolinguistics: Voices, Questions and Alternatives</i> (pp. 239–254). Bristol, England, United Kingdom: Multilingual Matters.</p> <p><a href="https://www.scopus.com/inward/record.uri?eid=2-s2.0-85164176204&amp;partnerID=40&amp;md5=371f14e249339b7995ea59987637a50c">https://www.scopus.com/inward/record.uri?eid=2-s2.0-85164176204&amp;partnerID=40&amp;md5=371f14e249339b7995ea59987637a50c</a></p>	Department of African Languages
11	<p>Deumert, A., &amp; Makoni, S. (2023). <i>From southern theory to decolonizing sociolinguistics: Voices, questions and alternatives</i>. Bristol, England, United Kingdom: Multilingual Matters.</p> <p><a href="https://www.scopus.com/inward/record.uri?eid=2-s2.0-85164157760&amp;doi=10.21832%2fDEUMER6560&amp;partnerID=40&amp;md5=e5df59f3feaf35203a583ada974d6dee">https://www.scopus.com/inward/record.uri?eid=2-s2.0-85164157760&amp;doi=10.21832%2fDEUMER6560&amp;partnerID=40&amp;md5=e5df59f3feaf35203a583ada974d6dee</a></p>	Department of African Languages
12	<p>Docrat, Z., &amp; Kaschula, R. H. (2023). Cultural and Linguistic Prejudices Experienced by African Language Speaking Witnesses and Legal Practitioners at the Hands of Judicial Officers in South African Courtroom Discourse: The Senzo Meyiwa Murder Trial. <i>International Journal for the Semiotics of Law</i>, 37, 1309–1322.</p> <p><a href="https://doi.org/10.1007/s11196-023-10071-6">https://doi.org/10.1007/s11196-023-10071-6</a></p>	Department of African Languages
13	<p>Dyer, S., Hill, J., Walkington, H., Couper, P., McMorran, C., Oates, Y., Pant, L., Rink, B., &amp; West, H. (2023). Courageous and compassionate teaching: international reflections on our responses to teaching geography during the pandemic. <i>Journal of Geography in Higher Education</i>, 1–18.</p> <p><a href="https://doi.org/10.1080/03098265.2023.2266999">https://doi.org/10.1080/03098265.2023.2266999</a></p>	Department of Geography, Environmental Studies and Tourism
14	<p>Foster, N., Auger, N., &amp; Van Avermaet, P. (2023). Multilingual tasks as a springboard for transversal practice: teachers' decisions and dilemmas in a Functional Multilingual Learning approach. <i>Language and Education</i>, 37(1), 22–38.</p> <p><a href="https://doi.org/10.1080/09500782.2021.1958835">https://doi.org/10.1080/09500782.2021.1958835</a></p>	Centre for Multilingualism and Diversities Research (CMDR)

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15	Foster, N., Van Avermaet, P., & Auger, N. (2023). Hierarchies of home language proficiency in the linguistically diverse primary school classroom: Personal, social and contextual positioning. <i>Linguistics and Education</i> , 76, 101187. <a href="https://doi.org/10.1016/j.linged.2023.101187">https://doi.org/10.1016/j.linged.2023.101187</a>	Centre for Multilingualism and Diversities Research (CMDR)
16	Gilbert, I. (2023). Writing Photographs Ethically: Strategies of Ekphrasis in J.M. Coetzee's Prose. <i>Journal of Modern Literature</i> , 46(2), 82–96. <a href="https://doi.org/10.2979/jml.2023.a885848">https://doi.org/10.2979/jml.2023.a885848</a>	Centre for Humanities Research
17	Gordon, C., Mitchell, V., & Doyle, G. (2023). Crafting medical education differently: An innovative pedagogical approach to enhance deep learning in obstetrics and gynaecology. <i>SOTL in the South</i> , 7(1), 83–100. <a href="https://doi.org/10.36615/sotls.v7i1.297">https://doi.org/10.36615/sotls.v7i1.297</a>	Department of Women's and Gender Studies
18	Kapau, H. M., & Banda, F. (2023). Chemical phonology: Relating phonemes and elements of the chemistry periodic table. <i>Southern African Linguistics and Applied Language Studies</i> , 41(4), 403–417. <a href="https://doi.org/10.2989/16073614.2022.2127411">https://doi.org/10.2989/16073614.2022.2127411</a>	Department of Linguistics
19	Klaasen, J. (2023). Practical theology and social just pedagogies as decoloniality space. <i>Religions</i> , 14(5), 675. <a href="https://www.mdpi.com/2077-1444/14/5/675">https://www.mdpi.com/2077-1444/14/5/675</a>	Department of Religion and Theology
20	Kuby, C. R., & Bozalek, V. (2023). Pedagogy in the context of postfoundational inquiry: Reading-writing-thinking-making together. In L. A. Mazzei & A. Y. Jackson (Eds.), <i>Postfoundational approaches to qualitative inquiry</i> (pp. 180–194). <a href="https://doi.org/10.4324/9781003298519-18">https://doi.org/10.4324/9781003298519-18</a>	Department of Women's and Gender Studies
21	Makoni, S., Kaiper-Marquez, A., & Antia, B. E. (2023). Introduction. In S. Makoni, A. Kaiper-Marquez, A. Madany-Saá & B. E. Antia (Eds.), <i>Foundational concepts of decolonial and southern epistemologies</i> (pp. 1–11). <a href="https://www.scopus.com/inward/record.uri?eid=2-s2.0-85175390058&amp;partnerID=40&amp;md5=ffad5255de68f86c80bcf616919688a6">https://www.scopus.com/inward/record.uri?eid=2-s2.0-85175390058&amp;partnerID=40&amp;md5=ffad5255de68f86c80bcf616919688a6</a>	Department of African Languages
22	Makoni, S., Kaiper-Marquez, A., Madany-Saá, M., & Antia, B. E. (2023). <i>Foundational concepts of decolonial and southern epistemologies</i> . <a href="https://doi.org/10.21832/MAKONI8851">https://doi.org/10.21832/MAKONI8851</a>	Department of African Languages
23	Mohammed, T. A. S., & Al-Sowaidi, B. (2023). enhancing instrumental competence in translator training in a higher education context: A task-based approach. <i>Theory and Practice in Language Studies</i> , 13(3), 555–566. <a href="https://doi.org/10.17507/tpls.1303.03">https://doi.org/10.17507/tpls.1303.03</a>	Department of Foreign Languages
24	Motinyane, M. (2023). A critical discourse analysis of Maphalla's selected poems: South Africa's pre-democratic election messages. <i>South African Journal of African Languages</i> , 43(1), 76–84. <a href="https://doi.org/10.1080/02572117.2023.2200450">https://doi.org/10.1080/02572117.2023.2200450</a>	Department of Linguistics
25	Mpakairi, K. S., Dube, T., Sibanda, M., & Mutanga, O. (2023). Fine-scale characterization of irrigated and rainfed croplands at national scale using multi-source data, random forest, and deep learning algorithms. <i>ISPRS Journal of Photogrammetry and Remote Sensing</i> , 204, 117–130. <a href="https://doi.org/10.1016/j.isprsjprs.2023.09.006">https://doi.org/10.1016/j.isprsjprs.2023.09.006</a>	Department of Geography, Environmental Studies and Tourism

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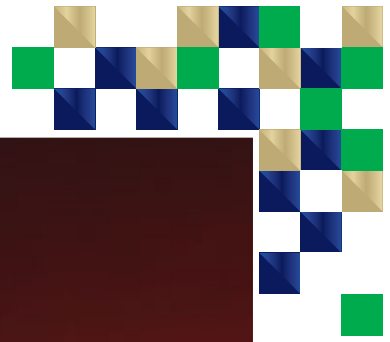
26	Mpendukana, S., & Stroud, C. (2023). Thoughts on 'Love' and linguistic citizenship in decolonial (socio) linguistics. In A. Deumert & S. Makoni (Eds), <i>From Southern Theory to Decolonizing Sociolinguistics: Voices, Questions and Alternatives</i> (pp. 199–218). <a href="https://www.scopus.com/inward/record.uri?eid=2-s2.0-85164116684&amp;partnerID=40&amp;md5=7fb4814f25b1c47e61e91577ca5b47c2">https://www.scopus.com/inward/record.uri?eid=2-s2.0-85164116684&amp;partnerID=40&amp;md5=7fb4814f25b1c47e61e91577ca5b47c2</a>	Department of Linguistics
27	Patel, M., Braaf, N., Chinnian, K., & Mohammed, T. (2023). Online assessments for reflection within a large class: A case study of English for educational development law students at the University of the Western Cape. <i>ALTRALANG Journal</i> , 05, 336–354. <a href="https://doi.org/10.52919/altralang.v5i01.286">https://doi.org/10.52919/altralang.v5i01.286</a>	Department of English Department of Foreign Languages
28	Ramachandran, S., & Crush, J. (2023). Food security, equitable development and South–South migration: Towards a research agenda. <i>International Migration</i> , 61(6), 341–344. <a href="https://doi.org/10.1111/imig.13207">https://doi.org/10.1111/imig.13207</a>	Department of Geography, Environmental Studies and Tourism
29	Ray, S., & Karmakar, G. (2023). Introduction: Scopes and limits of modernist transitions in the British-Bangla context. In S. Ray & G. Karmakar (Eds.), <i>Modernist Transitions: Cultural Encounters between British and Bangla Modernist Fiction from 1910s to 1950s</i> (pp. 1–24). <a href="https://www.scopus.com/inward/record.uri?eid=2-s2.0-85188114340&amp;partnerID=40&amp;md5=bbb525b62d68e9127fa635d3875b461f">https://www.scopus.com/inward/record.uri?eid=2-s2.0-85188114340&amp;partnerID=40&amp;md5=bbb525b62d68e9127fa635d3875b461f</a>	Department of English
30	Rink, B. (2023). Emplacing students through every day mobilities; From practice to theory. <i>Transfers</i> , 13(1-2), 55–67. <a href="https://doi.org/10.3167/TRANS.2023.13010205">https://doi.org/10.3167/TRANS.2023.13010205</a>	Department of Geography, Environmental Studies and Tourism
31	Rustin, C. (2023). Studying happiness in postcolonial and post-apartheid South Africa: Theoretical and methodological considerations. In N. Lykke, R. Koobak, P. Bakos, S. Arora & K. Mohamed (Eds.), <i>Pluriversal conversations on transnational feminisms: And words collide from a place</i> (pp. 274–286). <a href="https://doi.org/10.4324/9781003378761-24">https://doi.org/10.4324/9781003378761-24</a>	Department of Women's and Gender Studies



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32	Salubi, O. G., & Muchaonyerwa, N. (2023). Postgraduate students' internet use and prevalence of internet addiction: what roles can librarians play post COVID-19? <i>Digital Library Perspectives</i> , 39(4), 517–537. <a href="https://doi.org/10.1108/DLP-12-2022-0100">https://doi.org/10.1108/DLP-12-2022-0100</a>	Department of Library and Information Science
33	Salubi, O., & Majavu, U. (2023). Toward the development of a framework for literacy support and promotion by public libraries in financially and infrastructurally low-resourced territories. <i>Reference Services Review</i> , 52(2), 218–230. <a href="https://doi.org/10.1108/RSR-06-2023-0056">https://doi.org/10.1108/RSR-06-2023-0056</a>	Department of Library and Information Science
34	Shefer, T., Zembylas, M., & Bozalek, V. (2023). Re-viewing peer reviewing: Towards an affirmative scholarship. <i>SOTL in the South</i> , 7(1), 147–167. <a href="https://doi.org/10.36615/sotls.v7i1.299">https://doi.org/10.36615/sotls.v7i1.299</a>	Department of Women's and Gender Studies
35	Strauss, S. G. (2023). Exploring the language and literacy challenges of entry-level education students and experienced teachers at a South African university: A stance-taking analysis. <i>Afrika Focus</i> , 36(2), 170–194. <a href="https://doi.org/10.1163/2031356X-20230203">https://doi.org/10.1163/2031356X-20230203</a>	Department of Linguistics
36	Svongoro, P., & Kufakunesu, P. (2023). Some methodological issues in language research: Dealing with transcribed interpreted courtroom data. <i>Forum for Linguistic Studies</i> , 5(3), Article 1904. <a href="https://doi.org/10.59400/fls.v5i3.1904">https://doi.org/10.59400/fls.v5i3.1904</a>	Centre for Multilingualism and Diversities Research (CMDR)
37	Svongoro, P., & Mudzi, F. (2023). Optimising students' participation during emergency remote teaching in the Covid-19 pandemic. <i>Perspectives in Education</i> , 41(1), 211–227. <a href="https://doi.org/doi:10.38140/pie.v41i1.6182">https://doi.org/doi:10.38140/pie.v41i1.6182</a>	Department of Linguistics
38	Thompson, G., & Graaff, K. (2023). Thinking with/in surfing: Podcasting as public pedagogy and scholarship in/for the global South. <i>Critical Studies in Teaching and Learning (CriStaL)</i> , 11(si2), 38–54. <a href="https://www.scopus.com/inward/record.uri?eid=2-s2.0-85177441860&amp;doi=10.14426%2fcristal.v11iSI2.658&amp;partnerID=40&amp;md5=265f38609dd4e834fe5dfe44fed26230">https://www.scopus.com/inward/record.uri?eid=2-s2.0-85177441860&amp;doi=10.14426%2fcristal.v11iSI2.658&amp;partnerID=40&amp;md5=265f38609dd4e834fe5dfe44fed26230</a>	Department of Women's and Gender Studies
39	Van den Berg, C., & Bozalek, V. (2023). Design principles to develop digital innovation skills: a design-based research approach. <i>Etr&amp;D-Educational Technology Research and Development</i> , 72, 947–972. <a href="http://doi.org/10.1007/s11423-023-10308-y">http://doi.org/10.1007/s11423-023-10308-y</a>	Department of Women's and Gender Studies
40	Van Heerden, M., & Bharuthram, S. (2023a). 'It does not feel like I am a university student': Considering the impact of online learning on students' sense of belonging in a 'post pandemic' academic literacy module. <i>Perspectives in Education</i> , 41(3), 95–106. <a href="https://doi.org/10.38140/pie.v41i3.6780">https://doi.org/10.38140/pie.v41i3.6780</a>	Department of English
41	Van Heerden, M., & Bharuthram, S. (2023b). 'Sometimes I wonder if our best really is our best': Tutor reflections on shifting to online tutoring during the COVID-19 pandemic. <i>Perspectives in Education</i> , 41(4), 329–341. <a href="https://doi.org/10.38140/pie.v41i4.6744">https://doi.org/10.38140/pie.v41i4.6744</a>	Department of English
42	Yende, S. J. (2023). Effectiveness of music education in developing and fostering reading and writing for learners. <i>Reading &amp; Writing-Journal of the Reading Association of South Africa</i> , 14(1), a425. <a href="http://doi.org/10.4102/rw.v14i1.425">http://doi.org/10.4102/rw.v14i1.425</a>	Department of Linguistics

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## ACTING DEAN: FACULTY OF COMMUNITY AND HEALTH SCIENCES

Prof. Firdouza Waggie

# A

nchoring the Faculty of Community & Health Sciences (CHS) in local communities, through outreach programmes and student-led interprofessional wellness centres, is essential to address health disparities, enhance practical training, as well as promote sustainable health and wellness initiatives. This integrated approach, not only benefits the communities served, but also enriches the educational experience of students, preparing them to be effective health professionals, committed to social justice and community well-being. The faculty is in the process of establishing four wellness hubs in communities that span both rural and urban communities. The integration of societal impact within the faculty ensures that the academic and research activities are not only theoretically sound, but also practically relevant and beneficial to society. The faculty emphasises student well-being, to support their success. Initiatives include the CHS Student Council, a faculty counsellor, and a CHS-specific plan, based on the UWC Integrated Student Mental Health and Well-being Policy. Practices feature interprofessional training, a focus on priority modules, peer mentoring, and flexible academic programmes, which were implemented to boost student success and retention. Staff development is advanced through curriculum transformation training and support for the scholarship of learning and teaching. These efforts ensure that learning and teaching practices, not only address academic needs, but also foster a supportive, inclusive environment that reflects societal values and impacts.



### THE FACULTY OF COMMUNITY AND HEALTH SCIENCES SCHOLARSHIP OF ENGAGEMENT CITATIONS 2023

2023	FACULTY OF COMMUNITY AND HEALTH SCIENCES TABLE 3	SCHOLARSHIP OF	DEPARTMENT/ SCHOOL/ CENTRE/ INSTITUTE/ DIVISION/ UNIT
1	Africa, L., Frantz, J. M., & Mlenzana, N. B. (2023). Activities to Promote Interprofessional Practice at Primary Healthcare Level: A Systematic Review. <i>Social and Health Sciences</i> , 20 pages. <a href="https://docs.google.com/document/d/10-SHQE-8glt2t9XDv8XGxpJpE4dnJlfmolk23auMa8/edit">https://docs.google.com/document/d/10-SHQE-8glt2t9XDv8XGxpJpE4dnJlfmolk23auMa8/edit</a>	Application	Department of Physiotherapy
2	Appleby, R. (2023). <i>The exploration of stress, coping and perceived social support in community stakeholders involved in rehabilitation programmes for youth offenders</i> [Master's thesis]. <a href="https://drive.google.com/file/d/16tLkitMTixRDJcYZCXrv1hz8UJDjnijx/view">https://drive.google.com/file/d/16tLkitMTixRDJcYZCXrv1hz8UJDjnijx/view</a>	Integration	Department of Psychology
3	Basani, N. T. (2023). <i>Exploring the recreational opportunities for young people living with physical disabilities in Phalaborwa</i> [Master's Thesis]. <a href="https://drive.google.com/file/d/1-r6EWn3HZhuWh_sGYsul90Ewptf2oUhf/view?usp=drive_link">https://drive.google.com/file/d/1-r6EWn3HZhuWh_sGYsul90Ewptf2oUhf/view?usp=drive_link</a>	Application	Department of Sport, Recreation and Exercise Science
4	Benjamin, F., & Chinyakata Dr, R. (2023). Adults' Subjective Experiences of Exploitation in South Africa. <i>Dignity: A Journal of Analysis of Exploitation and Violence</i> , 8(2), 5. <a href="https://drive.google.com/file/d/14VQZciZCaNndu3DyEDcwYYh-8A8jHnUi/view?usp=drive_link">https://drive.google.com/file/d/14VQZciZCaNndu3DyEDcwYYh-8A8jHnUi/view?usp=drive_link</a>	Integration	Centre for Interdisciplinary Studies of Children, Families and Society
5	Bimray, P., & Jooste, K. (2023). Climbing the Ladder in Crafting A Professionalism Framework for Nursing Students in South Africa. <i>Babali Nursing Research</i> , 4(3), 440–459. <a href="https://drive.google.com/file/d/1hxfiKwo5MX1zHhJGJeuShp200SZICis0/view?usp=drive_link">https://drive.google.com/file/d/1hxfiKwo5MX1zHhJGJeuShp200SZICis0/view?usp=drive_link</a>	Research	School of Nursing
		Engagement	
6	Bimray, P., Chipps, J., & Ticha, V. (2023). Professional values of undergraduate students at a nursing school in South Africa. <i>Nursing Research and Practice</i> , 2023. <a href="https://drive.google.com/file/d/1pm5w8jzv7x4l4xbg0tiCpaB3dMnX9_Lg/view?usp=drive_link">https://drive.google.com/file/d/1pm5w8jzv7x4l4xbg0tiCpaB3dMnX9_Lg/view?usp=drive_link</a>	Engagement	School of Nursing

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7	Braaf, E., & Roman, N. V. (2023). Wellness practitioners' perspectives on supporting SUD recovery in the workplace: Enabling or impeding factors. <i>Journal of Workplace Behavioral Health, 39</i> (2), 217–239. <a href="https://drive.google.com/file/d/1E6xhQmxe-bHMnAiDXoQ863WTpfxM_N2N/view?usp=drive_link">https://drive.google.com/file/d/1E6xhQmxe-bHMnAiDXoQ863WTpfxM_N2N/view?usp=drive_link</a>	Research	Centre for Interdisciplinary Studies of Children, Families and Society
8	Chilumwaya, C. (2023). <i>Antiretroviral therapy adherence among people living with HIV accessing services at a primary health care facility in Livingstone, Zambia, during the COVID-19 pandemic</i> [Doctoral dissertation]. <a href="https://drive.google.com/file/d/1pHDDGaoSJwZOV2QluF0p0eThORkp9step/view?usp=drive_link">https://drive.google.com/file/d/1pHDDGaoSJwZOV2QluF0p0eThORkp9step/view?usp=drive_link</a>	Research	School of Public Health
9	Crowley, T., & de Lange-Cloete, F. (2023). Supporting HIV self-management in adolescents to be resilient and thrive: an intervention development study. <i>Vulnerable Children and Youth Studies, 18</i> (4), 530–544. <a href="https://drive.google.com/file/d/1rsCzer3rNVd3dNnPC1iCchweup006LWI/view?usp=drive_link">https://drive.google.com/file/d/1rsCzer3rNVd3dNnPC1iCchweup006LWI/view?usp=drive_link</a>	Theory & practice	School of Nursing
		Application	
10	Davids, R., Roman, N., & Schenck, C. (2023). The co-development of a framework to support parents of children with a hearing loss: using a consensus workshop. <i>Social Work, 59</i> (1), 24–41. <a href="https://drive.google.com/file/d/1yqjVhZxJQWuSYx0TeVsInry0p8zx2i_V/view?usp=drive_link">https://drive.google.com/file/d/1yqjVhZxJQWuSYx0TeVsInry0p8zx2i_V/view?usp=drive_link</a>	Research	Department of Social Work
11	De Jongh, J. C., Titus, S., Roman, N., & Frantz, J. (2023). The Role of Research Units at Higher Education Institutions: Intention or Reality? <i>Journal of Research Administration, 55</i> (3), 114–126. <a href="https://drive.google.com/file/d/1TqJ5y15xwQ7A8-q-8hL4V3QGSI-s5A1/view?usp=drive_link">https://drive.google.com/file/d/1TqJ5y15xwQ7A8-q-8hL4V3QGSI-s5A1/view?usp=drive_link</a>	Research	Interprofessional Education Unit
		Engagement	Centre for Interdisciplinary Studies of Children, Families and Societies
12	De Vries, A. D., Mthembu, T. G., & Wegner, L. (2023). Older adults' adaptiveness to disruptions during South Africa's COVID-19 lockdown: Keep your head up and continue breathing. <i>South African Journal of Occupational Therapy, 53</i> (1), 54–66. <a href="https://drive.google.com/file/d/192omS49j9W0KE81SroMG3S1jLlAlqOn/view?usp=drive_link">https://drive.google.com/file/d/192omS49j9W0KE81SroMG3S1jLlAlqOn/view?usp=drive_link</a>	Research	Department of Occupational Therapy
		Application	
13	Donough, G. (2023). Nursing students' experiences of clinical assessment at a university in South Africa. <i>Health SA Gesondheid, 28</i> , 2161. <a href="https://drive.google.com/file/d/1iICX7q11QGQ4t0sFZSubl47HTXsZnyE/view?usp=drive_link">https://drive.google.com/file/d/1iICX7q11QGQ4t0sFZSubl47HTXsZnyE/view?usp=drive_link</a>	Research	School of Nursing
14	Dumani, N. (2023). <i>Validation of instruments investigating the relationship between stress, psychological strengths, coping and overall psychological well-being among school-going adolescents in the Cape Metropole</i> [Master's thesis]. <a href="https://drive.google.com/file/d/1MSxzfD20YCRm2giPuFQ7SVZ0pl7ddnrc/view?usp=drive_link">https://drive.google.com/file/d/1MSxzfD20YCRm2giPuFQ7SVZ0pl7ddnrc/view?usp=drive_link</a>	Application	Department of Psychology
15	Ebrahim, N. (2023). <i>The determinants of falls among the elderly living in long-term care facilities in the City of Cape Town</i> [Master's thesis]. <a href="https://drive.google.com/file/d/1bZ4N2wUjcrdlcVQ8Wbu4sUTm13FBOXzh/view?usp=drive_link">https://drive.google.com/file/d/1bZ4N2wUjcrdlcVQ8Wbu4sUTm13FBOXzh/view?usp=drive_link</a>	Research	Department of Sport, Recreation and Exercise Science
16	Ernstzen, D. V., & Jacobs-Nzuzi Khuabi, L. J., & Bardien, F. [Eds.]. (2023). <i>Transformation of learning and teaching in rehabilitation sciences: A case study from South Africa</i> . <a href="https://drive.google.com/file/d/13DRuZpzz7voRXAMQph-CP1gTdJ8nzJa/view">https://drive.google.com/file/d/13DRuZpzz7voRXAMQph-CP1gTdJ8nzJa/view</a>	Research	Interprofessional Education Unit
		Engagement	

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17	Faroo, B. D., & Mwaba, K. (2023). Self-Reported Intra-Personal Causal Factors of Anti-Social Offending Behaviour Among a Group of South African Emerging Adults. <i>Acta Criminologica: African Journal of Criminology &amp; Victimology</i> , 36(1), 56–92. <a href="https://drive.google.com/file/d/1uPtLuQc15_4UtSZGzZsrraQgbAk0CAHD/view?usp=drive_link">https://drive.google.com/file/d/1uPtLuQc15_4UtSZGzZsrraQgbAk0CAHD/view?usp=drive_link</a>	Research	Department of Psychology
18	Fennie, T., Moletsane, M., & Padmanabhanunni, A. (2023). Teachers' reflections on menstrual management among urban and rural schoolgirls in South Africa. <i>African Journal of Reproductive Health</i> , 27(2), 34–44. <a href="https://drive.google.com/file/d/1FFTiiYorwkAYIz-5B_d6hbPFLRyWFRl7/view?usp=drive_link">https://drive.google.com/file/d/1FFTiiYorwkAYIz-5B_d6hbPFLRyWFRl7/view?usp=drive_link</a>	Research	Department of Psychology
19	Filies, G. C., & Nyalungu, P. S. (2023). Interprofessional student led clinics can ease health care in the Western Cape. <i>Medical Education</i> , 58(2), 265–265. <a href="https://drive.google.com/file/d/1dcKawmO_zsKfPR2hCQ5EaRgfdlq1Nldf/view?usp=drive_link">https://drive.google.com/file/d/1dcKawmO_zsKfPR2hCQ5EaRgfdlq1Nldf/view?usp=drive_link</a>	Application	Interprofessional Education Unit
20	Ganie, Z., Soeker, S., & Rhoda, A. (2023). Return to work rate of individuals after cardiac rehabilitation and the demographic and impairment factors that influence return to work in the Western Cape, South Africa. <i>F1000Research</i> , 12, 894. <a href="https://drive.google.com/file/d/1N3i8FnutKr-ZTU-S30q4cFs0JeJ1o8a0/view?usp=drive_link">https://drive.google.com/file/d/1N3i8FnutKr-ZTU-S30q4cFs0JeJ1o8a0/view?usp=drive_link</a>	Theory & practice	Department of Occupational Therapy
		Application	
21	Hart, C., Daniels, P., & September-Brown, P. (2023). A model for scholarship of engagement institutionalization and operationalization. <i>South African Journal of Higher Education</i> , 37(1), 224–242. <a href="https://drive.google.com/file/d/1Q0kExdvSbEQ-wGbH06MmoJWWdriCQsEP/view?usp=drive_link">https://drive.google.com/file/d/1Q0kExdvSbEQ-wGbH06MmoJWWdriCQsEP/view?usp=drive_link</a>	Engagement	School of Public Health
22	Hlasoa, M. M. (2023). <i>An exploration of the experiences of caregivers of children living with HIV who experience treatment failure to antiretroviral therapy (art) in Maseru, Lesotho</i> [Master's thesis]. <a href="https://drive.google.com/file/d/1ujEsFTSkY1vbc2oHXgfG7keByMvFlmR/view?usp=drive_link">https://drive.google.com/file/d/1ujEsFTSkY1vbc2oHXgfG7keByMvFlmR/view?usp=drive_link</a>	Research	School of Public Health
		Application	
23	Hoffman, C. (2023). <i>Perceptions of nursing students regarding factors influencing their learning in a clinical skills laboratory at a school of nursing in the Western Cape province</i> [Master's thesis]. <a href="https://drive.google.com/file/d/1e2AKWqFWws-fJ6UrCaJk2LW_BFD6AMir/view?usp=drive_link">https://drive.google.com/file/d/1e2AKWqFWws-fJ6UrCaJk2LW_BFD6AMir/view?usp=drive_link</a>	Research	School of Nursing
24	Horstman, H. K., Pedro, A., Goldschmidt, T., Watson, O., & Butauski, M. (2023). Exploring Resilience and Communicated Narrative Sense-Making in South Africans' Stories of Apartheid. <i>International Journal of Communication</i> , 17(2023), 3207–3225. <a href="https://drive.google.com/file/d/1qFWG4Vz1RDxUQ-7l0IH0C4vw6b5Dztc4/view?usp=drive_link">https://drive.google.com/file/d/1qFWG4Vz1RDxUQ-7l0IH0C4vw6b5Dztc4/view?usp=drive_link</a>	Application	Centre for Interdisciplinary Studies of Children, Families and Society
25	Jodwana, M. I. (2023). <i>The experiences of clinical supervisors interacting with undergraduate nursing students in a remote online clinical learning environment during the COVID-19 pandemic at a university in the Western Cape</i> [Master's thesis]. <a href="https://drive.google.com/file/d/1Ldtn-74zp8nlZudCoX4aY4S-A7qGWKXp/view?usp=drive_link">https://drive.google.com/file/d/1Ldtn-74zp8nlZudCoX4aY4S-A7qGWKXp/view?usp=drive_link</a>	Research	School of Nursing
		Engagement	

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26	Joseph, K. (2023). <i>Evaluating the implementation and uptake of the Universal Tuberculosis sputum testing by geneXpert ultra in HIV infected pregnant women in city health PHC facilities, Cape Town</i> [Master's thesis]. <a href="https://drive.google.com/file/d/11XRqn4ZNR2xrp3U-nk1dfM852od89Zl_/view?usp=drive_link">https://drive.google.com/file/d/11XRqn4ZNR2xrp3U-nk1dfM852od89Zl_/view?usp=drive_link</a>	Research	School of Public Health
27	Khumalo, P. S. G. (2023). <i>Factors associated with covid-19 vaccine hesitancy amongst students at a university in the Western Cape, Cape Town, South Africa</i> [Master's thesis]. <a href="https://drive.google.com/file/d/1bdx-6j_C8jMw1zfNDGLBC3bbA3zitTQe/view?usp=drive_link">https://drive.google.com/file/d/1bdx-6j_C8jMw1zfNDGLBC3bbA3zitTQe/view?usp=drive_link</a>	Research	School of Public Health
		Engagement	
28	Kinoshita, R. (2023). <i>Assessing the influence of gender socialization on early adolescents' behaviours and perceptions towards sexual and reproductive health and gender-based violence in low socio-economic, urban neighbourhoods, Cape Town: a quantitative study</i> [Doctoral dissertation]. <a href="https://drive.google.com/file/d/161tl1xlnOjAcDZlxJZ9ILtIaYw4-lqu2/view?usp=drive_link">https://drive.google.com/file/d/161tl1xlnOjAcDZlxJZ9ILtIaYw4-lqu2/view?usp=drive_link</a>	Research	School of Public Health
29	Kordom, A., Daniels, F., & Chipps, J. (2023). Training needs of professional nurses in primary health care in the Cape Metropole, South Africa. <i>African Journal of Primary Health Care &amp; Family Medicine</i> , 15(1), 1–10. <a href="https://drive.google.com/file/d/1tgsb-qdADhZJ7YiTzyl7n_LJaSaZ3cEU/view?usp=drive_link">https://drive.google.com/file/d/1tgsb-qdADhZJ7YiTzyl7n_LJaSaZ3cEU/view?usp=drive_link</a>	Theory & practice	School of Nursing
30	Lange, J. (2023). <i>An exploration of the reasons for self-sabotage by survivors of intimate partner violence (IPV) during various stages of an intervention programme from a selected women's shelter in the Cape Metropole</i> [Master's thesis]. <a href="https://drive.google.com/file/d/108yQoXK7XHsW-Z-Hv0gBoNJ_OUda8ZU/view?usp=drive_link">https://drive.google.com/file/d/108yQoXK7XHsW-Z-Hv0gBoNJ_OUda8ZU/view?usp=drive_link</a>	Research	Centre for Interdisciplinary Studies of Children, Families and Society
		Application	
31	Letsika, M. (2023). <i>Assessment of treatment outcomes of HIV-positive adolescents on a dolutegravir-based regimen at a specialized paediatric HIV clinic in Lesotho</i> [Master's thesis]. <a href="https://drive.google.com/file/d/183hKvcWOHG5N2LE5UabF1y740sszvEso/view?usp=drive_link">https://drive.google.com/file/d/183hKvcWOHG5N2LE5UabF1y740sszvEso/view?usp=drive_link</a>	Research	School of Public Health
32	Magidigidi, L., Roman, N. V., & Sonn, I. K. (2023). Human capabilities of South African parents who have children with developmental disabilities. <i>African Journal of Disability</i> , 12, 1155. <a href="https://drive.google.com/file/d/1Uho93PwaBHyCexwKRwd75j9iwkuTKSQs/view?usp=drive_link">https://drive.google.com/file/d/1Uho93PwaBHyCexwKRwd75j9iwkuTKSQs/view?usp=drive_link</a>	Engagement	Centre for Interdisciplinary Studies of Children, Families and Society
33	Malema, M. J., Young, M. E., & Wegner, L. (2023). Leisure education to leadership: Youth with physical disabilities' experiences in South Africa. <i>African Journal of Disability</i> , 12, 1234. <a href="https://drive.google.com/file/d/18QDNwPg06X19h3pADmx6C6UdlY6v8q6X/view?usp=drive_link">https://drive.google.com/file/d/18QDNwPg06X19h3pADmx6C6UdlY6v8q6X/view?usp=drive_link</a>	Application	Department of Sports, Recreation and Exercise Science
			Department of Occupational Therapy
34	Maluleke, U., Senekal, J., Munnik, E., & Somhlaba, N. (2023). Balancing dual roles as mothers and students like a walk on a tight rope? reflections and experiences of student mothers at a South African higher education institution. <i>South African Journal of Higher Education</i> , 37(3), 140–160. <a href="https://drive.google.com/file/d/19BQkq4RzdLCPVEJS01mK3P408D9_I2BP/view?usp=drive_link">https://drive.google.com/file/d/19BQkq4RzdLCPVEJS01mK3P408D9_I2BP/view?usp=drive_link</a>	Research	Department of Psychology
35	Mapfuranewe, E. (2023). <i>Factors influencing nursing students' persistence at a higher education institution in the Western Cape</i> [Master's thesis]. <a href="https://drive.google.com/file/d/1C6TsyRuBsle3NTVphBcd4VJXnWIZPKmj/view?usp=drive_link">https://drive.google.com/file/d/1C6TsyRuBsle3NTVphBcd4VJXnWIZPKmj/view?usp=drive_link</a>	Application	School of Nursing
		Engagement	

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36	Mchiza, Z. J., Davids, Y. D., Opperman, L. J., & Roberts, B. J. (2023). The COVID-19 pandemic in South Africa: examples of practical solutions to address food insecurity among vulnerable citizens. In M. Caraher, J. Coveney & M. Chopra (Eds.), <i>Handbook of Food Security and Society</i> (pp. 242–255). <a href="https://drive.google.com/file/d/14fzqQq43Hx0m1-P1IEAS8WRZhUqM-xo/view?usp=drive_link">https://drive.google.com/file/d/14fzqQq43Hx0m1-P1IEAS8WRZhUqM-xo/view?usp=drive_link</a>	Application	School of Public Health
37	Mkosana, T. (2023). <i>Exploring whether family involvement and support can assist substance abuse treatment of relatives</i> [Doctoral dissertation]. <a href="https://drive.google.com/file/d/1q6mTBZqJI48JxyBgNOXlsf7ASqgxhr4K/view?usp=drive_link">https://drive.google.com/file/d/1q6mTBZqJI48JxyBgNOXlsf7ASqgxhr4K/view?usp=drive_link</a>	Application	Centre for Interdisciplinary Studies of Children, Families and Society
38	Mkwelo, A., Shai, K., Madide, S., Mahlalela, E., Malema, P., & Malema, M. (2023). Perceptions of leisure-time physical activity for people living with disabilities amidst the COVID-19 pandemic in the City of Cape Town, South Africa. <i>The Open Public Health Journal</i> , 16, e187494452306133. <a href="https://drive.google.com/file/d/1cdXZJE_rEhrpuGYk8iQsCl_Cv7v18T18/view?usp=drive_link">https://drive.google.com/file/d/1cdXZJE_rEhrpuGYk8iQsCl_Cv7v18T18/view?usp=drive_link</a>	Application	Department of Sport, Recreation and Exercise Science
39	Morkel, J. (2023). <i>Stress and nicotine dependence during pregnancy among women in Low-SES communities in the Western Cape: The mediating effects of social support</i> [Master's thesis]. <a href="https://drive.google.com/file/d/1rUH0kpJn2pRFap6HEIb3iWehyVrl4vGH/view?usp=drive_link">https://drive.google.com/file/d/1rUH0kpJn2pRFap6HEIb3iWehyVrl4vGH/view?usp=drive_link</a>	Application	Department of Psychology
40	Mtati, C. N., & Munnik, E. (2023). Instruments measuring emotional-social competence in preschoolers in South Africa: A review study. <i>African Journal of Psychological Assessment</i> , 5, a111. <a href="https://drive.google.com/file/d/1cfaZmU3EBRs6WFBVZNabDeejENnEEmUB/view?usp=drive_link">https://drive.google.com/file/d/1cfaZmU3EBRs6WFBVZNabDeejENnEEmUB/view?usp=drive_link</a>	Research	Department of Psychology
		Engagement	
41	Mthembu, T. G., & Bell, T. (2023). Experiences and influences of COVID-19 confinement on the occupational engagement and mental wellbeing of adults in South Africa: A qualitative meta-analysis. <i>African Journal for Physical Activity and Health Sciences (AJPHEs)</i> , 29(2), 100–125. <a href="https://drive.google.com/file/d/1CZNXnYF5x6_IzLONdUzBjyNunT8aD7ol/view?usp=drive_link">https://drive.google.com/file/d/1CZNXnYF5x6_IzLONdUzBjyNunT8aD7ol/view?usp=drive_link</a>	Research	Department of Occupational Therapy
42	Mthembu, T. G., Christiansen, N., Kriel, N. C. S., Marone, C., Mason, J., & Zwane, S. (2023). Entrepreneurial knowledge and skills transmitted from parents to their children: An occupational legacy strategy for family-owned businesses. <i>South African Journal of Occupational Therapy</i> , 53(3), 65–76. <a href="https://drive.google.com/file/d/1MYRTTVWdDfKv6b1v3lmk_iSLmiAhx8XY/view?usp=drive_link">https://drive.google.com/file/d/1MYRTTVWdDfKv6b1v3lmk_iSLmiAhx8XY/view?usp=drive_link</a>	Theory & practice	Department of Occupational Therapy
43	Mthembu, T. G., Harrison, S., Botha, K., Britz, J., Katts, B., Millar, M., ... & Zitha, V. (2023). Influences of COVID-19 vaccination policy on students' vaccine acceptance. <i>Health SA Gesondheid</i> , 28, 2265. <a href="https://drive.google.com/file/d/1wj3jDGjaRasAONvQsroAgjEjNwh4-ilm/view?usp=drive_link">https://drive.google.com/file/d/1wj3jDGjaRasAONvQsroAgjEjNwh4-ilm/view?usp=drive_link</a>	Research	Department of Occupational Therapy
		Engagement	
44	Mutambara, M. (2023). <i>Knowledge and attitudes towards HIV/AIDS education and risky sexual practices among Grade 12 learners at a Finishing School in Cape Town, South Africa</i> [Master's thesis]. <a href="https://drive.google.com/file/d/1vBbQkkIRCMypL7Be5RHSImFWnTaV-buy/view?usp=drive_link">https://drive.google.com/file/d/1vBbQkkIRCMypL7Be5RHSImFWnTaV-buy/view?usp=drive_link</a>	Research	School of Public Health

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45	Mutandwa, M. F. (2023). <i>Assessing the factors associated with uptake of childhood immunization services among children aged 12 to 23 months in Eswatini</i> [Master's thesis]. <a href="https://drive.google.com/file/d/1uZxR8mgF4XEVp-hyTfdYb28iOwTL-VFk/view?usp=drive_link">https://drive.google.com/file/d/1uZxR8mgF4XEVp-hyTfdYb28iOwTL-VFk/view?usp=drive_link</a>	Application	School of Public Health
46	Nyakabawu, S. (2023). Migrant arrival infrastructures and their impact on Zimbabweans' mobility and integration in South Africa. <i>Anthropology Southern Africa</i> , 46(4), 288–300. h <a href="https://drive.google.com/file/d/1zPePNYU2wiQ4hzZqID38rHHPHwZhrSpz/view?usp=drive_link">https://drive.google.com/file/d/1zPePNYU2wiQ4hzZqID38rHHPHwZhrSpz/view?usp=drive_link</a>	Application	Department of Social Work
47	Nyembezi, A. (2023). A life course approach to promote health and wellbeing of boys and men. <i>International Journal of Health Promotion and Education</i> , 61(4), 157–157. <a href="https://drive.google.com/file/d/1ZONVCWSJORi7o1IKQdrQioiwLydDFw5/view?usp=drive_link">https://drive.google.com/file/d/1ZONVCWSJORi7o1IKQdrQioiwLydDFw5/view?usp=drive_link</a>	Theory & practice	School of Public Health
		Application	
48	Orth, Z., & Van Wyk, B. (2023). Content validation of a Mental Wellness Measuring instrument for Adolescents Living with HIV: A modified Delphi Study. <i>BMC Psychology</i> , 11, article 339. <a href="https://drive.google.com/file/d/1hlg5DRkYL0uNtLZ-N-KuZ0eKmYyx64GY/view?usp=drive_link">https://drive.google.com/file/d/1hlg5DRkYL0uNtLZ-N-KuZ0eKmYyx64GY/view?usp=drive_link</a>	Research	School of Public Health
		Application	
49	Padmanabhanunni, A., & Pretorius, T. B. (2023a). From fear and vulnerability to fortitude: sustaining psychological well-being in the face of the COVID-19 pandemic. <i>South African Journal of Psychology</i> , 53(2), 250–264. <a href="https://drive.google.com/file/d/18m5KwuRBrBDcxhul8YiGb49r3OVkAzLa/view?usp=drive_link">https://drive.google.com/file/d/18m5KwuRBrBDcxhul8YiGb49r3OVkAzLa/view?usp=drive_link</a>	Application	Department of Psychology
50	Padmanabhanunni, A., & Pretorius, T. B. (2023b). Promoting well-being in the face of a pandemic: the role of sense of coherence and ego-resilience in the relationship between psychological distress and life satisfaction. <i>South African Journal of Psychology</i> , 53(1), 124–133. <a href="https://drive.google.com/file/d/1fvAP4jH-pACobhJ2QVdVsy5SWBkJGG0Zy/view?usp=drive_link">https://drive.google.com/file/d/1fvAP4jH-pACobhJ2QVdVsy5SWBkJGG0Zy/view?usp=drive_link</a>	Application	Department of Psychology
51	Padmanabhanunni, A., & Pretorius, T. (2023c). The resilience of South African School teachers in the time of COVID-19: coping with risk of infection, loneliness, and anxiety. <i>International Journal of Environmental Research and Public Health</i> , 20(4), 3462. <a href="https://drive.google.com/file/d/1ieADuuHJDKMA5TPB_BP0x-ToRm_RYXOj/view?usp=drive_link">https://drive.google.com/file/d/1ieADuuHJDKMA5TPB_BP0x-ToRm_RYXOj/view?usp=drive_link</a>	Application	Department of Psychology
52	Padmanabhanunni, A., Pretorius, T. B., Bouchard, J. P., & Stiegler, N. (2023). Facing your fear of COVID-19: resilience as a protective factor against burnout in south African teachers. <i>Annales Médico-psychologiques, revue psychiatrique</i> , 181 (2), 119–127. <a href="https://drive.google.com/file/d/1C4khALPvWXurp25CFb1ovqOKAWpoi-u-W/view?usp=drive_link">https://drive.google.com/file/d/1C4khALPvWXurp25CFb1ovqOKAWpoi-u-W/view?usp=drive_link</a>	Application	Department of Psychology
		Engagement	
53	Paleker, A. (2023). <i>Perceptions of the physical activity and exercise promotion and prescription content of the undergraduate physiotherapy curriculum at a selected university in the Western Cape, South Africa</i> [Master's thesis]. <a href="https://drive.google.com/file/d/1dtRmtz_smqyZfV3bafExqJ_L3NKqQ39S/view?usp=drive_link">https://drive.google.com/file/d/1dtRmtz_smqyZfV3bafExqJ_L3NKqQ39S/view?usp=drive_link</a>	Research	Department of Physiotherapy
		Engagement	

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54	Pereira-Kotze, C. J. K. (2023). <i>Understanding the components of comprehensive maternity protection available and accessible to non-standard workers in South Africa: Domestic workers as a case study</i> [Doctoral dissertation]. <a href="https://drive.google.com/file/d/1wJ-ajptQvnEcHOGzW79MB6i0u059feUG/view?usp=drive_link">https://drive.google.com/file/d/1wJ-ajptQvnEcHOGzW79MB6i0u059feUG/view?usp=drive_link</a>	Engagement	School of Public Health
55	Pereira-Kotze, C., Faber, M., & Doherty, T. (2023). Knowledge, understanding and perceptions of key stakeholders on the maternity protection available and accessible to female domestic workers in South Africa. <i>PLOS Global Public Health</i> , 3(6), e0001199. <a href="https://drive.google.com/file/d/1HvMuTqW-l_F9SqQ6QxCtGHoHetzCiwLJ/view?usp=drive_link">https://drive.google.com/file/d/1HvMuTqW-l_F9SqQ6QxCtGHoHetzCiwLJ/view?usp=drive_link</a>	Engagement	School of Public Health
		Integration	
56	Petersen, T. (2023). <i>Training implementation evaluation of the updated 2019 integrated management of childhood illness (IMCI) guideline using the CIPP model</i> [Master's thesis]. <a href="https://drive.google.com/file/d/1ZQN0FPN0gZjCo1i79bvzdDb6UQhHk3RT/view?usp=drive_link">https://drive.google.com/file/d/1ZQN0FPN0gZjCo1i79bvzdDb6UQhHk3RT/view?usp=drive_link</a>	Integration	School of Nursing
57	Phiri, T.M., Nyamaruze, P., & Akintola, O. (2023). Perspectives about social support among unmarried pregnant university students in South Africa. <i>Plos one</i> , 18(4), e0284906. <a href="https://drive.google.com/file/d/14Phen8l4mMF70YjvHsckcYZluHpl30Fw/view?usp=drive_link">https://drive.google.com/file/d/14Phen8l4mMF70YjvHsckcYZluHpl30Fw/view?usp=drive_link</a>	Research	School of Public Health
		Engagement	
58	Prisco, J. L., Laudone, T. W., Keuler, N. L., & Coetzee, R. (2023). A call for social accountability within pharmacy education: Concepts, relevance, and accreditation. <i>Currents in Pharmacy Teaching and Learning</i> , 15(3), 231–233. <a href="https://drive.google.com/file/d/16jokvW_2kTvuB2lJEfQmr71TrXuH1a0S/view?usp=drive_link">https://drive.google.com/file/d/16jokvW_2kTvuB2lJEfQmr71TrXuH1a0S/view?usp=drive_link</a>	Engagement	School of Public Health
59	Ras, J. (2023). <i>Relationship between cardiovascular health metrics and risk profile, musculoskeletal health, physical fitness and occupational performance in firefighters</i> [Doctoral dissertation]. <a href="https://drive.google.com/file/d/1z7ZB80Dzn1vJr3xRDaT5ZfdTbz7VMV3Z/view?usp=drive_link">https://drive.google.com/file/d/1z7ZB80Dzn1vJr3xRDaT5ZfdTbz7VMV3Z/view?usp=drive_link</a>	Research	Department of Sport, Recreation & Exercise Science
60	Rich, E. G., Londt, M., & Holtman, L. (2023). Exploring childhood experiences and family contexts as risk factors for drug use in the lives of young drug users in the Western Cape, South Africa. <i>Vulnerable Children and Youth Studies</i> , 1-9. <a href="https://drive.google.com/file/d/1Ox2bp97M_yPiLQINaWuJg5U6BDNWM2V/view?usp=drive_link">https://drive.google.com/file/d/1Ox2bp97M_yPiLQINaWuJg5U6BDNWM2V/view?usp=drive_link</a>	Research	Centre for Interdisciplinary Studies of Children, Families and Society
		Application	
61	Rotich, J. K. (2023). <i>Describing the psychological well-being of registered nurses in a psychiatric hospital in the Western Cape</i> [Master's thesis]. <a href="https://drive.google.com/file/d/1fENLG9CQuzgTVYIXol7zP9q7ndwZ-flc/view?usp=drive_link">https://drive.google.com/file/d/1fENLG9CQuzgTVYIXol7zP9q7ndwZ-flc/view?usp=drive_link</a>	Research	School of Nursing
62	Schenck, C., Nell, C., Blaauw, D., & Grobler, L. (2023). Max-Neef's Fundamental Human Needs as Social Indicators for Sustainability: Examples of Waste Management in South Africa. In H. El Bari & C. Trois (Eds.), <i>Waste Management in Developing Countries</i> (pp. 135–155). <a href="https://drive.google.com/file/d/1pdw2LqiA6-k_lvRPk5_3hnx5nDla8EC-/view">https://drive.google.com/file/d/1pdw2LqiA6-k_lvRPk5_3hnx5nDla8EC-/view</a>	Engagement	DSI/NRF/CSIR Chair in Waste and Society, Department of Social Work

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63	Schneider, H., Kredo, T., Odendaal, W. A., & Abdullah, F. (2023). What are health policy and systems research priorities for universal health coverage in South Africa? <i>South African Medical Journal</i> , 113(2), 61–64. <a href="https://drive.google.com/file/d/1IC7eLf5ytSqx5RbMISyeiOT-cKZQ50Uw/view?usp=drive_link">https://drive.google.com/file/d/1IC7eLf5ytSqx5RbMISyeiOT-cKZQ50Uw/view?usp=drive_link</a>	Research	School of Public Health
64	September, S. J., & Roman, N. V. (2023). A South African Study on Prevalent Risk and Protective Factors in Early Childhood: Ecological Systems Perspective. <i>Preprints 2023</i> , 101574. <a href="https://drive.google.com/file/d/1mURta_iUe3mFaHKlyt05SzyTrBCgID4P/view?usp=drive_lin">https://drive.google.com/file/d/1mURta_iUe3mFaHKlyt05SzyTrBCgID4P/view?usp=drive_lin</a>	Application	Department of Child and Family Studies
65	September-Brown, P., Daniels, P., & Hart, C. (2023). Decentralised systemising of scholarship of engagement in higher education towards societal impact. <i>South African Journal of Higher Education</i> , 37(4), 266–285. <a href="https://drive.google.com/file/d/1SmuHiGw5WBuJG69XElrgcZ7P8RUI2F7E/view?usp=drive_link">https://drive.google.com/file/d/1SmuHiGw5WBuJG69XElrgcZ7P8RUI2F7E/view?usp=drive_link</a>	Engagement	School of Public Health
66	Shuro, L., & Waggie, F. (2023). Trends in socio-demographic characteristics and substance use among high school learners in a selected district in Limpopo Province, South Africa. <i>BMC Public Health</i> , 24, 1407. <a href="https://drive.google.com/file/d/1fsqLYzrc2o1H5cOqQpgvy_wf837FBPRy/view?usp=drive_link">https://drive.google.com/file/d/1fsqLYzrc2o1H5cOqQpgvy_wf837FBPRy/view?usp=drive_link</a>	Application	Interprofessional Education Unit
		Engagement	
67	Soeker, M. S., & Olaoya, O. (2023). Determining the research priorities for the profession of occupational therapy in South Africa. <i>South African Journal of Occupational Therapy</i> , 53(1), 6–7. <a href="https://drive.google.com/file/d/1bDzyBqlqv5exVfrT-16aFCoUnw7uVFm/view?usp=drive_link">https://drive.google.com/file/d/1bDzyBqlqv5exVfrT-16aFCoUnw7uVFm/view?usp=drive_link</a>	Engagement	Department of Occupational Therapy



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68	Solomons, R. (2023). Determining the incidence, risk factors and predictors of injury among male FNB Varsity Cup rugby players in South Africa [Master's thesis]. <a href="https://drive.google.com/file/d/1T3wzRgCfcIVqY4uIPTE8AbnNPzjqwfx/view?usp=drive_link">https://drive.google.com/file/d/1T3wzRgCfcIVqY4uIPTE8AbnNPzjqwfx/view?usp=drive_link</a>	Engagement	Department of Sport, Recreation and Exercise Science
69	Southgate, G., Aderibigbe, J. K., Balogun, T. V., & Mahembe, B. (2023). Leadership styles as predictors of employee engagement at a selected tertiary institution. SA Journal of Human Resource Management, 21(0), a2238. <a href="https://drive.google.com/file/d/1PGOM9hwN8lQlip5Kqa7ZuFzNKmVQbm8l/view?usp=drive_link">https://drive.google.com/file/d/1PGOM9hwN8lQlip5Kqa7ZuFzNKmVQbm8l/view?usp=drive_link</a>	Research	Department of Psychology
		Engagement	
70	Steenkamp, I., & Chipps, J. (2023). COVID-19 fear among junior undergraduate nursing students during the pandemic in South Africa. Health SA Gesondheid (Online), 28, 2371. <a href="https://drive.google.com/file/d/1s6JCFoPtriVDK980yqJbKMiLL43IU_AH/view?usp=drive_link">https://drive.google.com/file/d/1s6JCFoPtriVDK980yqJbKMiLL43IU_AH/view?usp=drive_link</a>	Research	School of Nursing
		Engagement	
71	Syme, B. C. (2023). Creating a caring praxis in nursing education and training: The experiences of the clinical supervisors [Master's thesis]. <a href="https://drive.google.com/file/d/10IT48u3tWkpKNc-ORifTV2vLw229nUn/view?usp=drive_link">https://drive.google.com/file/d/10IT48u3tWkpKNc-ORifTV2vLw229nUn/view?usp=drive_link</a>	Research	School of Nursing
		Integration	
		Engagement	
72	Thobela, Z., Nyamaruze, P., & Akintola, O. (2023). The framing of depression in the South African print media over a 13-year period (2004-2016): a retrospective study. Preprints. <a href="https://drive.google.com/file/d/1bEMVxNayT9XQYYZ0IUyAE4Ye0t9rM-6W/view?usp=drive_link">https://drive.google.com/file/d/1bEMVxNayT9XQYYZ0IUyAE4Ye0t9rM-6W/view?usp=drive_link</a>	Research	School of Public Health
73	Tsweleng, P. (2023). An exploration of community-based services and resources available to boost the capabilities of aids-orphaned adolescents and primary caregivers to achieve emotional and psychosocial wellbeing. Open Journal of Social Sciences, 11(5), 609–628. <a href="https://drive.google.com/file/d/1qz1G2FzXqKlrrpe4nu3-80Pa9zVKM4T/view?usp=drive_link">https://drive.google.com/file/d/1qz1G2FzXqKlrrpe4nu3-80Pa9zVKM4T/view?usp=drive_link</a>	Theory & practice	Department of Social Work
74	Van der Westhuizen, M., Dykes, G., & Carelse, S. (2023). From Colonialism to Postcolonialism: Decolonized Social Work Education in South Africa. Journal of Social Work Education, 59(3), 848–854. <a href="https://drive.google.com/file/d/1FXiUB0IPv9WWWJG8aS7a7YJYbSFGBq26o/view?usp=drive_link">https://drive.google.com/file/d/1FXiUB0IPv9WWWJG8aS7a7YJYbSFGBq26o/view?usp=drive_link</a>	Research	Social Work Department
75	Wakelin, C., Willemse, M., & Munnik, E. (2023). A review of recent treatments for adults living with attention-deficit/hyperactivity disorder. South African Journal of Psychiatry, 29(1), 1–8. <a href="https://drive.google.com/file/d/1S2yvbByOBaafiuJT6PtNc117WHX3PIVG/view?usp=drive_link">https://drive.google.com/file/d/1S2yvbByOBaafiuJT6PtNc117WHX3PIVG/view?usp=drive_link</a>	Research	Department of Psychology
76	Willemse, A. (2023). Impact of maternal methamphetamine (“tik”) use on the cognitive development and school readiness of children in early childhood development: a systematic review [Master's thesis]. <a href="https://drive.google.com/file/d/1-t1PghNF7KyzUuwbxa0-YdXjWwBF8IX9/view?usp=drive_link">https://drive.google.com/file/d/1-t1PghNF7KyzUuwbxa0-YdXjWwBF8IX9/view?usp=drive_link</a>	Research	Department of Social Work
		Application	
77	Zulu, N. P. (2023). Perceived provider barriers to tuberculosis case finding in people attending HIV services at primary health care facilities in a rural KwaZulu Natal District [Master's thesis]. <a href="https://drive.google.com/file/d/1oRfmWIH-AIfcp0dYPHHh95SOKzcOUQsF/view?usp=drive_link">https://drive.google.com/file/d/1oRfmWIH-AIfcp0dYPHHh95SOKzcOUQsF/view?usp=drive_link</a>	Research	School of Public Health

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THE FACULTY OF COMMUNITY AND HEALTH SCIENCES LEARNING & TEACHING CITATIONS 2023

2023	THE FACULTY OF COMMUNITY AND HEALTH SCIENCES TABLE 4	DEPARTMENT/ SCHOOL/ CENTRE/ INSTITUTE/ DIVISION/ UNIT
1	Achmat, G., Erasmus, C., Kanaley, J., & Leach, L. (2023). Effect of physical activity on coronary heart disease risk factors among firefighters: A scoping review protocol. <i>BMJ Open</i> , 13(5), Article e068353. <a href="https://doi.org/10.1136/bmjopen-2022-068353">https://doi.org/10.1136/bmjopen-2022-068353</a>	Department of Sport, Recreation and Exercise Science
2	Azia, I. N., Nyembezi, A., Carelse, S., & Mukumbang, F. C. (2023). Understanding the role of religious beliefs in adherence to antiretroviral therapy among Pentecostal Christians living with HIV in sub-Saharan Africa: a scoping review. <i>BMC Public Health</i> , 23(1), Article 1768. <a href="https://doi.org/10.1186/s12889-023-16616-5">https://doi.org/10.1186/s12889-023-16616-5</a>	Department of Social Work School of Public Health
3	Babatunde, G. B., & Akintola, O. (2023). Beyond Access: Can a School Health Initiative Facilitate Healthcare Services Utilisation for School-Going Children? <i>International Journal of Environmental Research and Public Health</i> , 20(15), 6448-. <a href="https://doi.org/10.3390/ijerph20156448">https://doi.org/10.3390/ijerph20156448</a>	School of Public Health
4	Bimray, P., Chipps, J., & Ticha, V. (2023). Professional Values of Undergraduate Students at a Nursing School in South Africa. <i>Nursing Research and Practice</i> , 2023. <a href="http://doi.org/10.1155/2023/9635033">http://doi.org/10.1155/2023/9635033</a>	School of Nursing
5	Bokolo, N. P., Van Niekerk, R. L., Mathews, V., & Leach, L. (2023). A Systematic Review Protocol for the Effectiveness of Psycho-Educational Intervention Programmes in Addressing the Psychological Risk Factors Associated with Non-Communicable Diseases among Adolescents. <i>International Journal of Environmental Research and Public Health</i> , 20(15), 6467-. <a href="https://doi.org/10.3390/ijerph20156467">https://doi.org/10.3390/ijerph20156467</a>	Department of Sport, Recreation and Exercise Science School of Public Health
6	Brugulat-Panés, A., Randall, L., De Sá, T. H., Anil, M., Kwan, H., Tatah, L., Woodcock, J., Hambleton, I. R., Mogo, E. R. I., Micklesfield, L., Pley, C., Govia, I., Matina, S. S., Makokha, C., Dambisya, P. M., Karim, S. A., Pujol-Busquets, G., Okop, K., Mba, C. M., . . . Foley, L. (2023). The Potential for Healthy, Sustainable, and Equitable Transport Systems in Africa and the Caribbean: A Mixed-Methods Systematic Review and Meta-Study. <i>Sustainability (Switzerland)</i> , 15(6), Article 5303. <a href="https://doi.org/10.3390/su15065303">https://doi.org/10.3390/su15065303</a>	School of Public Health
7	Casale, M., Somefun, O., Haupt Ronnie, G., Desmond, C., Sherr, L., & Cluver, L. (2023). A conceptual framework and exploratory model for health and social intervention acceptability among African adolescents and youth. <i>Social Science and Medicine</i> , 326, Article 115899. <a href="https://doi.org/10.1016/j.socscimed.2023.115899">https://doi.org/10.1016/j.socscimed.2023.115899</a>	School of Public Health
8	Chademana, E., Maluleke, U., & van Wyk, B. (2023). A baseline assessment of developmental delays among children under 5 years in a high-HIV-prevalence setting in the Cape Metropole. <i>SAJCH South African Journal of Child Health</i> , 17(3), Article e1911. <a href="https://doi.org/10.7196/SAJCH.2023.v17i3.1911">https://doi.org/10.7196/SAJCH.2023.v17i3.1911</a>	School of Public Health
9	Chiliza, J., Laing, R., Feeley, F. G., & Brennan, A. T. (2023). Evaluation of the impact of PEPFAR transition on retention in care in South Africa's Western Cape Province. <i>South African Medical Journal = Suid-Afrikaanse Tydskrif vir Geneeskunde</i> , 114(1), 44–50. <a href="https://doi.org/10.7196/SAMJ.2024.v114i1.810">https://doi.org/10.7196/SAMJ.2024.v114i1.810</a>	School of Public Health

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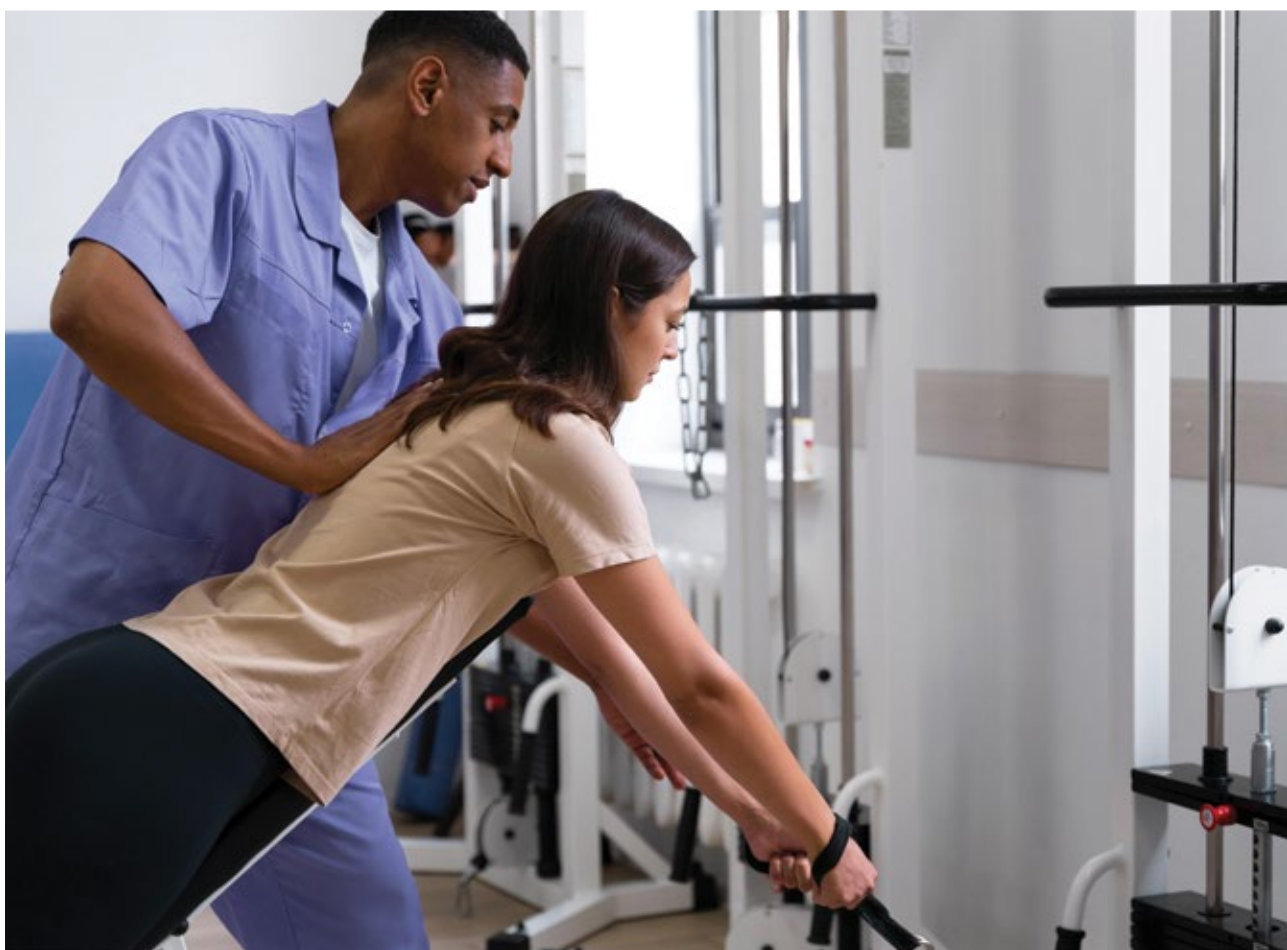
10	Crowley, T., & de Lange-Cloete, F. (2023). Supporting HIV self-management in adolescents to be resilient and thrive: an intervention development study. <i>Vulnerable Children and Youth Studies, 18</i> (4), 530–544. <a href="https://doi.org/10.1080/17450128.2023.2206172">https://doi.org/10.1080/17450128.2023.2206172</a>	School of Nursing
11	Daniels, F. M., & Heradien, Z. (2023). Clinical supervisors’ experiences of factors affecting nursing students’ skills transfer from skills laboratory to practice. <i>International Journal of Africa Nursing Sciences, 19</i> , 100628. <a href="https://doi.org/10.1016/j.ijans.2023.100628">https://doi.org/10.1016/j.ijans.2023.100628</a>	School of Nursing
12	David, I., Kehinde, O., Tefera, G. M., Onyeaka, K., Harvey, I. S., & Majee, W. (2023). COVID-19 and Higher Education: A Qualitative Study on Academic Experiences of African International Students in the Midwest [Article]. <i>Applied Research in Quality of Life, 18</i> (1), 543–559. <a href="https://doi.org/10.1007/s11482-022-10095-3">https://doi.org/10.1007/s11482-022-10095-3</a>	Department of Occupational Therapy
13	Davids, R., Roman, N., & Schenck, C. (2023). The co-development of a framework to support parents of children with a hearing loss: using a consensus workshop. <i>Social Work-Maatskaplike Werk, 59</i> (1), 24–41. <a href="https://doi.org/10.15270/59-1-1091">https://doi.org/10.15270/59-1-1091</a>	Department of Social Work  Centre for Interdisciplinary Studies of Children, Families and Society

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14	Distefano, M. J., Karim, S. A., Krubiner, C. B., & Hofman, K. J. (2023). Integrating Health Technology Assessment and the Right to Health in South Africa: A Qualitative Content Analysis of Substantive Values in Landmark Judicial Decisions. <i>Journal of Law, Medicine and Ethics</i> , 51(1), 131–149. <a href="https://doi.org/10.1017/jme.2023.48">https://doi.org/10.1017/jme.2023.48</a>	School of Public Health
15	Donough, G. (2023). Nursing student's experiences of clinical assessment at a university in South Africa. <i>Health SA Gesondheid</i> , 28, 2161. <a href="http://doi.org/10.4102/hsag.v28i0.2161">http://doi.org/10.4102/hsag.v28i0.2161</a>	School of Nursing
16	Erzse, A., Karim, S. A., Rwafa-Ponela, T., Kruger, P., Hofman, K., Foley, L., Oni, T., & Goldstein, S. (2023). Participatory prioritisation of interventions to improve primary school food environments in Gauteng, South Africa. <i>BMC Public Health</i> , 23(1), Article 1263. <a href="https://doi.org/10.1186/s12889-023-16101-z">https://doi.org/10.1186/s12889-023-16101-z</a>	School of Public Health
17	Fennie, T., Moletsane, M., & Padmanabhanunni, A. (2023). Teachers' reflections on menstrual management among urban and rural schoolgirls in South Africa. <i>African Journal of Reproductive Health</i> , 27(2), 34–44. <a href="https://www.scopus.com/inward/record.uri?eid=2-s2.0-85153895723&amp;doi=10.29063%2Fajrh2023%2Fv27i2_3&amp;partnerID=40&amp;md5=58aa5d0b4f5356fe946688515025bf82">https://www.scopus.com/inward/record.uri?eid=2-s2.0-85153895723&amp;doi=10.29063%2Fajrh2023%2Fv27i2_3&amp;partnerID=40&amp;md5=58aa5d0b4f5356fe946688515025bf82</a>	Department of Psychology
18	Filies, G. C., Ingram, C., & Mthembu, T. M. (2023). Interprofessional learning through 3D printing of assistive devices. <i>Medical Education</i> , 57(8), 777–778. <a href="http://doi.org/10.1111/medu.15112">http://doi.org/10.1111/medu.15112</a>	Department of Occupational Therapy
		Interprofessional Education Unit
19	Hansen, A., Engel-Hills, P., Jacobs, C., Blitz, J., Cooke, R., Hess-April, L., Leisegang, K., Naidoo, N., Volschenk, M., & van Schalkwyk, S. (2023). Understandings and practices: Towards socially responsive curricula for the health professions. <i>Advances in Health Sciences Education</i> , 28(4), 1131–1149. <a href="https://doi.org/10.1007/s10459-023-10207-0">https://doi.org/10.1007/s10459-023-10207-0</a>	Department of Occupational Therapy
		School of Natural Medicine
20	Karachi, F., van Nes, M. B., Gosselink, R., & Hanekom, S. (2023). Patient perceptions of ICU physiotherapy: 'Your body needs to go somewhere to be recharged ...'. <i>Southern African Journal of Critical Care</i> , 39(3), 75–83. <a href="https://doi.org/10.7196/SAJCC.2023.v39i3.1092">https://doi.org/10.7196/SAJCC.2023.v39i3.1092</a>	Department of Physiotherapy
21	Kc, A., Waiswa, P., & Kinney, M. V. (2023). Research on high quality health care needs to move beyond what to how. <i>The Lancet Global Health</i> , 11(6), e803–e804. <a href="https://doi.org/10.1016/S2214-109X(23)00209-7">https://doi.org/10.1016/S2214-109X(23)00209-7</a>	School of Public Health
22	Kordom, A., Daniels, F., & Chipps, J. (2023). Training needs of professional nurses in primary health care in the Cape Metropole, South Africa. <i>African Journal of Primary Health Care &amp; Family Medicine</i> , 15(1), e1–e10. <a href="http://doi:10.4102/phcfm.v15i1.3741">http://doi:10.4102/phcfm.v15i1.3741</a>	School of Nursing
23	Lukelelo, N., Roman, N., & Schenck, C. (2023). A needs assessment for social work interventions for children affected by HIV AND AIDS. <i>Social Work (South Africa)</i> , 59(2), 88–108. <a href="https://doi.org/10.15270/59-2-1048">https://doi.org/10.15270/59-2-1048</a>	Department of Social Work
		Centre for Interdisciplinary Studies of Children, Families and Society

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24	Maart, R. D., Adam, R. Z., & Frantz, J. M. (2023). Strategies to implement competencies as it relates to a competency framework in a dental undergraduate curriculum: A systematic review. <i>European Journal of Dental Education</i> , 27(3), 746–755. <a href="https://doi.org/10.1111/eje.12862">https://doi.org/10.1111/eje.12862</a>	Department of Physiotherapy
25	Majee, W., Anakwe, A., Onyeaka, K., Laboy, V., Mutamba, J., Shikles, M., & Chen, L. W. (2023). Participant Perspectives on the Effects of an African American Faith-Based Health Promotion Educational Intervention: A Qualitative Study. <i>Journal of Racial and Ethnic Health Disparities</i> , 10(3), 1115–1126. <a href="https://doi.org/10.1007/s40615-022-01299-2">https://doi.org/10.1007/s40615-022-01299-2</a>	Department of Occupational Therapy
26	Mazibuko, N. E., Saruchera, M., & Okonji, E. F. (2023). A Qualitative Exploration of Factors Influencing Non-Use of Sexual Reproductive Health Services among University Students in South Africa. <i>International Journal of Environmental Research and Public Health</i> , 20(3), 2418-. <a href="https://doi.org/10.3390/ijerph20032418">https://doi.org/10.3390/ijerph20032418</a>	School of Public Health
27	Mianda, S., Todowede, O., & Schneider, H. (2023). Service delivery interventions to improve maternal and new-born health in low- and middle-income countries: scoping review of quality improvement, implementation research and health system strengthening approaches. <i>BMC Health Services Research</i> , 23(1), Article 1223. <a href="https://doi.org/10.1186/s12913-023-10202-6">https://doi.org/10.1186/s12913-023-10202-6</a>	School of Public Health



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28	Murphy, K., Berk, J., Muhwava-Mbabala, L., Booley, S., Harbron, J., Ware, L., Norris, S., Zarowsky, C., Lambert, E. V., & Levitt, N. S. (2023). Using the COM-B model and Behaviour Change Wheel to develop a theory and evidence-based intervention for women with gestational diabetes (IINDIAGO). <i>BMC Public Health</i> , 23(1), Article 894. <a href="https://doi.org/10.1186/s12889-023-15586-y">https://doi.org/10.1186/s12889-023-15586-y</a>	School of Public Health
29	Muthu, M., Dalal, S., George, M., Clavijo, C. S., Lenz, C., & Nortje, N. (2023). The importance of facilitating goal-concordant care (GCC) in a pandemic: the MD Anderson Experience with hospitalized COVID-19-positive patients. <i>Supportive Care in Cancer</i> , 31(12), Article 661. <a href="https://doi.org/10.1007/s00520-023-08135-1">https://doi.org/10.1007/s00520-023-08135-1</a>	Department of Dietetics and Nutrition
30	Nkwanyana, A., Mathews, V., Zachary, I., & Bhayani, V. (2023). Skills and competencies in health data analytics for health professionals: a scoping review protocol. <i>BMJ Open</i> , 13(11), e070596–e070596. <a href="https://doi.org/10.1136/bmjopen-2022-070596">https://doi.org/10.1136/bmjopen-2022-070596</a>	Department of Psychology
31	Nkwanyana, A., Mathews, V., Zachary, I., & Bhayani, V. (2023). Skills and competencies in health data analytics for health professionals: a scoping review protocol. <i>BMJ Open</i> , 13(11), e070596–e070596. \ <a href="https://doi.org/10.1136/bmjopen-2022-070596">https://doi.org/10.1136/bmjopen-2022-070596</a>	School of Public Health
32	Ojo, E. O., Onwuegbuzie, A. J., Bergsteed, B. J., Adams, S. P., Crowley, T., & Burger, A. (2023). A Meta-Methods Analysis of Academics' Challenges Affecting Research Productivity during COVID-19: Insights from a South African University. <i>Journal of Higher Education Theory and Practice</i> , 23(5), 27–45. <a href="https://doi.org/10.33423/jhetp.v23i5.5923">https://doi.org/10.33423/jhetp.v23i5.5923</a>	School of Nursing
33	Okop, K. J., Kedir, K., Kasenda, S., Niyibizi, J. B., Chipeta, E., Getachew, H., Sell, K., Lambert, E. V., Puoane, T., Rulisa, S., Bunn, C., King, A. C., Bavuma, C., Howe, R., Crampin, A. C., & Levitt, N. S. (2023). Multi-country collaborative citizen science projects to co-design cardiovascular disease prevention strategies and advocacy: findings from Ethiopia, Malawi, Rwanda, and South Africa. <i>BMC Public Health</i> , 23(1), Article 2484. <a href="https://doi.org/10.1186/s12889-023-17393-x">https://doi.org/10.1186/s12889-023-17393-x</a>	School of Public Health
34	Padmanabhanunni, A., & Pretorius, T. (2023). The Resilience of South African School Teachers in the Time of COVID-19: Coping with Risk of Infection, Loneliness, and Anxiety. <i>International Journal of Environmental Research and Public Health</i> , 20(4), 3462. <a href="https://www.mdpi.com/1660-4601/20/4/3462">https://www.mdpi.com/1660-4601/20/4/3462</a>	Department of Psychology
35	Padmanabhanunni, A., Pretorius, T. B., & Isaacs, S. A. (2023). Validation of the vaccination attitudes examination scale in a South African context in relation to the COVID-19 vaccine: quantifying dimensionality with bifactor indices. <i>BMC Public Health</i> , 23(1), Article 1872. <a href="https://doi.org/10.1186/s12889-023-16803-4">https://doi.org/10.1186/s12889-023-16803-4</a>	Department of Psychology
36	Pellowski, J. A., Jensen, D., Tsawe, N., Colvin, C., Cu-Uvin, S., Operario, D., Lurie, M., Harrison, A., Myer, L., & Knight, L. (2023). Womandla Health: development and rationale of a behavioral intervention to support HIV treatment adherence among postpartum women in South Africa. <i>BMC Women's Health</i> , 23(1), Article 649. <a href="https://doi.org/10.1186/s12905-023-02817-y">https://doi.org/10.1186/s12905-023-02817-y</a>	School of Public Health
37	Perrow, B. L., & Schneider, H. (2023). Mistrust in government and National Health Insurance: A qualitative study of solo private practitioners in Cape Town. South African family practice: <i>Official Journal of the South African Academy of Family Practice/Primary Care</i> , 65(1), e1–e8. <a href="https://doi.org/10.4102/safp.v65i1.5768">https://doi.org/10.4102/safp.v65i1.5768</a>	School of Public Health

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38	Pretorius, T. B., & Padmanabhanunni, A. (2023). Anxiety in Brief: Assessment of the Five-Item Trait Scale of the State-Trait Anxiety Inventory in South Africa. <i>International Journal of Environmental Research and Public Health</i> , 20(9), Article 5697. <a href="https://doi.org/10.3390/ijerph20095697">https://doi.org/10.3390/ijerph20095697</a>	Department of Psychology
39	Pretorius, T. B., Padmanabhanunni, A., Jackson, K. M., & Faraa, B. D. (2023). Satisfied with teaching? Psychometric properties of the Teaching Satisfaction Scale. <i>African Journal of Psychological Assessment</i> , 5, e1–e9. <a href="https://doi.org/10.4102/ajopa.v5i0.140">https://doi.org/10.4102/ajopa.v5i0.140</a>	Department of Psychology
40	Rich, E., Butler-Kruger, L., & Roman, N. (2023). Exploring Strategies to Support Adolescent Mental Health after Parental Divorce: A Scoping Review. <i>Youth</i> , 3(1), 428–436. <a href="https://doi.org/10.3390/youth3010029">https://doi.org/10.3390/youth3010029</a>	Department of Social Work
		Centre for Interdisciplinary Studies of Children, Families and Society
41	Savahl, S., Adams, S., Casas, F., & Florence, M. (2023). Children's Interactions with Family and Friends in Constrained Contexts: Considerations for Children's Subjective Well-Being. <i>Applied Research in Quality of Life</i> , 18(1), 321–339. <a href="https://doi.org/10.1007/s11482-022-10059-7">https://doi.org/10.1007/s11482-022-10059-7</a>	Department of Psychology
		Centre for Interdisciplinary Studies of Children, Families and Society
42	Savahl, S., Casas, F., & Adams, S. (2023). Considering a Bifactor Model of Children's Subjective Well-Being Using a Multinational Sample. <i>Child Indicators Research</i> , 16(6), 2253–2278. <a href="https://doi.org/10.1007/s12187-023-10058-6">https://doi.org/10.1007/s12187-023-10058-6</a>	Department of Psychology
43	Ssegujja, E., Ddumba, I., & Andipatin, M. (2023). An exploration of health workers' experiences in providing bereavement care to mothers following a stillbirth: results from a subnational level health system in Uganda. <i>BMC Pregnancy and Childbirth</i> , 23(1), Article 588. <a href="https://doi.org/10.1186/s12884-023-05913-x">https://doi.org/10.1186/s12884-023-05913-x</a>	School of Public Health
		Department of Occupational Therapy
44	Titus, S., & Ng'Ambi, D. (2023). Digital Gaming for Cross-Cultural Learning: Development of a Social Constructivist Game- Based Learning Model at a South African University. <i>International Journal of Game-Based Learning</i> , 13(1), 1–20. <a href="https://doi.org/10.4018/IJGBL.331995">https://doi.org/10.4018/IJGBL.331995</a>	Interprofessional Education Unit
45	Van der Westhuizen, M., & Hlatshwayo, L. (2023). Towards flexible learning and teaching: Lessons learned for blended learning and teaching post COVID-19 pandemic. <i>Perspectives in Education</i> , 41(2), 151–165. <a href="https://doi.org/10.38140/pie.v41i2.6224">https://doi.org/10.38140/pie.v41i2.6224</a>	Department of Social Work

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## DEAN: FACULTY OF DENTISTRY

Prof. Veerasamy Yengopal

Dental care and dental services remain one of the most expensive and most needed forms of healthcare services in the Western Cape. The high burden of oral diseases (almost 84% of children under the age of six experience tooth decay), the high unmet need for dental treatment (this is close to 100% in some communities) and the fact that almost 85% of the population of the Western Cape rely on our joint service platform to access dental care provides an excellent learning, teaching and clinical training platform for our undergraduate and postgraduate students in the Faculty of Dentistry. Our state-of-the-art Mobile Dental clinic which is student driven, is able to offer free dental care to communities in both the rural and metro districts of the province and our faculty is the only referral centre for tertiary oral health services in the province. All this has meant that UWC Dentistry is able to provide an ideal training platform for our students which is community based and accessible to the most vulnerable in our society. In this regard, our students have consulted and treated well over 100 000 patients in the Western Cape in 2023



### THE FACULTY OF DENTISTRY SCHOLARSHIP OF ENGAGEMENT CITATIONS 2023

2023	FACULTY OF DENTISTRY TABLE 5	SCHOLARSHIP OF	DEPARTMENT/ SCHOOL/ CENTRE/ INSTITUTE/ DIVISION/ UNIT
1	Gordon, C. T. (2023). <i>The Impact of Fixed Orthodontic Treatment on the Oral Health-Related Quality of Life in Adolescents</i> [Master's thesis]. <a href="https://drive.google.com/file/d/1TUY0xkyphlB5qZbw347a_Nwdd-nhGPjw/view?usp=drive_link">https://drive.google.com/file/d/1TUY0xkyphlB5qZbw347a_Nwdd-nhGPjw/view?usp=drive_link</a>	Application	Department of Orthodontics
2	Gordon, N. A., Brijlal, P., Rayner, C. A., Abdullah, M., & Funa, M. (2023). Enabling educator oral health literacy: An impetus for oral health promotion in early childhood development. <i>International Journal of Dental Hygiene</i> . Online preprint. <a href="https://drive.google.com/file/d/1TUY0xkyphlB5qZbw347a_Nwdd-nhGPjw/view">https://drive.google.com/file/d/1TUY0xkyphlB5qZbw347a_Nwdd-nhGPjw/view</a>	Integration	Department of Oral Hygiene
		Engagement	
3	Maart, R. D. (2023). Dear Managing Editor. <i>South African Dental Journal</i> , 78(4), 179–179. <a href="https://drive.google.com/file/d/1C0rUI-ow9ZgMBnbaWhhhYGoCRSGblQUS/view?usp=drive_link">https://drive.google.com/file/d/1C0rUI-ow9ZgMBnbaWhhhYGoCRSGblQUS/view?usp=drive_link</a>	Integration	Department of Restorative Dentistry
		Engagement	
4	Mahlangu, N. T., Chandler, S., & Sudi, S. (2023). Embracing technology for improving dental records and record keeping in the Republic of South Africa. <i>A review. South African Dental Journal</i> , 78(7), 347–352. <a href="https://drive.google.com/file/d/1F6StlrWlcuLLJ30JT3anE8pSero8hG0t/view">https://drive.google.com/file/d/1F6StlrWlcuLLJ30JT3anE8pSero8hG0t/view</a>	Engagement	Department of Craniofacial Biology, Pathology & Radiology

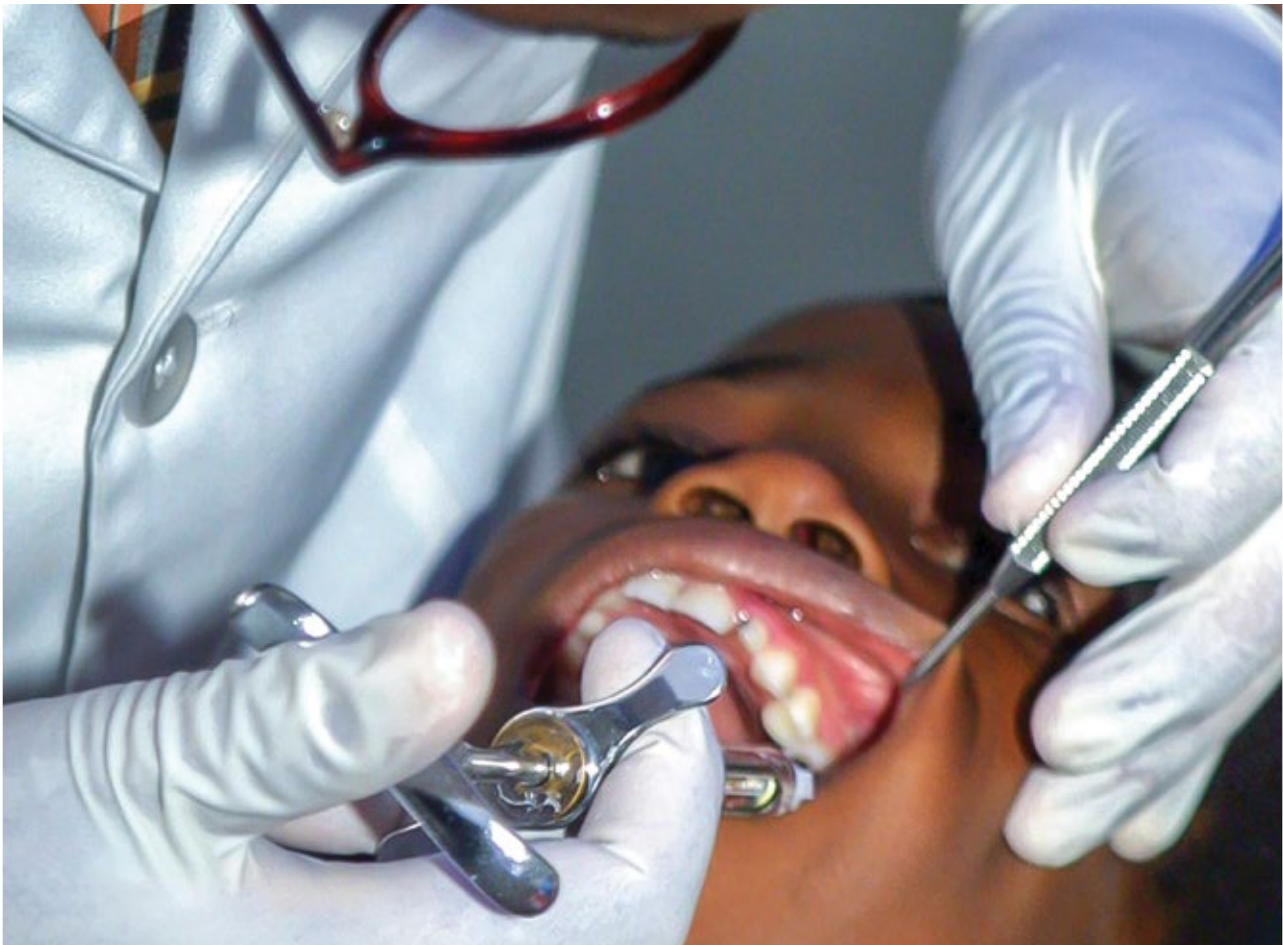
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**THE FACULTY OF DENTISTRY LEARNING & TEACHING CITATIONS 2023**

2023	THE FACULTY OF DENTISTRY TABLE 6	DEPARTMENT/ SCHOOL/ CENTRE/ INSTITUTE/ DIVISION/ UNIT
1	<p>Ajmal, M. A., Roberts, T. S., Beshtawi, K. R., Raj, A. C., &amp; Sandeepa, N. C. (2023). Sexual dimorphism in odontometric parameters using cone beam CT: a systematic review. <i>Head and Face Medicine</i>, 19(1), Article 6.</p> <p><a href="https://doi.org/10.1186/s13005-023-00352-7">https://doi.org/10.1186/s13005-023-00352-7</a></p>	<p>Department of Oral and Maxillofacial Pathology</p> <p>Department of Craniofacial Biology, Pathology and Radiology</p>
2	<p>Behardien, N., Brijlal, P., &amp; Roman, N. V. (2023). Exodontia skills acquisition: Focusing on clinical teaching and training. <i>PLoS ONE</i>, 18(6 June), Article e0286737.</p> <p><a href="https://doi.org/10.1371/journal.pone.0286737">https://doi.org/10.1371/journal.pone.0286737</a></p>	<p>Department of Maxillofacial and Oral Surgery</p> <p>Department of Oral Hygiene</p>
3	<p>Delport, R., Dreyer, A., Maart, R., Mohamedsharif, A., Nekaka, R., Turner, A., &amp; Wolvaardt, J. (2023). Undergraduate research- a tale of three African institutions. <i>African Health Sciences</i>, 23(2), 743–752.</p> <p><a href="https://doi.org/10.4314/ahs.v23i2.85">https://doi.org/10.4314/ahs.v23i2.85</a></p>	<p>Department of Prosthodontics</p>
4	<p>Diz Dios, P., Monteiro, L., Pimolbutr, K., Gobbo, M., France, K., Bindakhil, M., Holmes, H., Sperotto, F., Graham, L., Turati, F., Salvatori, A., Hong, C., Sollecito, T. P., Lodi, G., Thornhill, M. H., Lockhart, P. B., &amp; Edefonti, V. (2023). World Workshop on Oral Medicine VIII: Dentists' compliance with infective endocarditis prophylaxis guidelines for patients with high-risk cardiac conditions: a systematic review. <i>Oral Surgery, Oral Medicine, Oral Pathology and Oral Radiology</i>, 135(6), 757–771.</p> <p><a href="https://doi.org/10.1016/j.oooo.2022.12.017">https://doi.org/10.1016/j.oooo.2022.12.017</a></p>	<p>Department of Oral Medicine &amp; Periodontology</p>
5	<p>Essa, A. Y., Ahmed, S., Dyason, A., Karjiker, F., &amp; Adam, R. (2023). Teaching and placement of dental amalgam restorations at South African dental schools. <i>Frontiers in Oral Health</i>, 4, 1118361.</p> <p><a href="https://doi.org/10.3389/froh.2023.1118361">https://doi.org/10.3389/froh.2023.1118361</a></p>	<p>Department of Prosthodontics</p> <p>Department of Restorative Dentistry</p>
6	<p>Gordon, N. A., Brijlal, P., Rayner, C. A., Abdullah, M., &amp; Funa, M. (2023). Enabling educator oral health literacy: An impetus for oral health promotion in early childhood development. <i>International Journal of Dental Hygiene</i>.</p> <p><a href="https://doi.org/10.1111/idh.12736">https://doi.org/10.1111/idh.12736</a></p>	<p>Department of Oral Hygiene</p>
7	<p>Indermun, S., Shaik, S., Nyirenda, C., Johannes, K., &amp; Mulder, R. (2023). Human examination and artificial intelligence in cephalometric landmark detection-is AI ready to take over? <i>Dentomaxillofacial Radiology</i>, 52(6), Article 20220362.</p> <p><a href="https://doi.org/10.1259/dmfr.20220362">https://doi.org/10.1259/dmfr.20220362</a></p>	<p>Department of Craniofacial Biology, Pathology and Radiology</p> <p>Department of Orthodontics</p> <p>Department of Prosthodontics</p>

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8	<p>Maart, R. D., Adam, R. Z., &amp; Frantz, J. M. (2023). Strategies to implement competencies as it relates to a competency framework in a dental undergraduate curriculum: A systematic review. <i>European Journal of Dental Education</i>, 27(3), 746–755.</p> <p><a href="https://doi.org/10.1111/eje.12862">https://doi.org/10.1111/eje.12862</a></p>	<p>Department of Prosthodontics</p> <p>Department of Restorative Dentistry</p>
9	<p>Rampersad, N., &amp; Mohamed, N. (2023). Early childhood caries: exploring the ethical implications for dental neglect in South Africa. <i>Population Medicine</i>, 5(Supplement).</p> <p><a href="https://doi.org/10.18332/popmed/163702">https://doi.org/10.18332/popmed/163702</a></p>	<p>Department of Orthodontics and Paediatric Dentistry</p>
10	<p>Sims, D., Lundie, S., Titus, S., &amp; Govender, R. (2023). Shifting assessment paradigms in South African higher education: Evolving towards transformative approaches to policy development. <i>SOTL in the South</i>, 7(3), 138–170.</p> <p><a href="https://doi.org/10.36615/sotls.v7i3.334">https://doi.org/10.36615/sotls.v7i3.334</a></p>	<p>Teaching and Learning Specialist - Faculty of Dentistry</p>
11	<p>Sodo, P. P., Jewett, S., Nemutandani, M. S., &amp; Yengopal, V. (2023). Attrition of dental therapists in South Africa - A 42-year review. <i>Community Dentistry and Oral Epidemiology</i>, 51(3), 462–468.</p> <p><a href="https://doi.org/10.1111/cdoe.12832">https://doi.org/10.1111/cdoe.12832</a></p>	<p>Faculty of Dentistry: Dean's Office</p>

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## DEAN: FACULTY OF ECONOMIC AND MANAGEMENT SCIENCES

Prof. Michelle Esau

The faculty has an integrated approach to Community Engagement, which permeates our learning, teaching and research. Over and above the accredited programmes offered by the Departments of Accounting and Industrial Psychology, the faculty's identified Entrepreneurship as a research niche, which has now evolved into a more widespread focus, across teaching and community engagement. The Department of Management and Entrepreneurship offers Entrepreneurship related modules, with the aim of encouraging our students towards entrepreneurship possibilities. At a faculty-level, the Small Business Clinic was launched in 2020 as an experiential learning hub, intended to expose students to entrepreneurship, through activities related to small business development and support. Through the work of colleagues in PLAAS, various project-based initiatives have culminated in impactful outcomes. Noteworthy to mention, is the "Living Landscapes in Action" research project. Academics, research associates, and community members are working together, to reconsider and co-create alternative forms of conservation that do not result in the displacement of local inhabitants. Instead, these new conservation approaches recognise that people are part of the "natural world they inhabit", and should be afforded the opportunity to act as "stewards of that land."

Overall, the faculty is proud of how Community Engagement has evolved over the past few years, to infuse learning, teaching and research, either in the form of mainstream programmes, short learning programmes or research outputs.



### THE FACULTY OF ECONOMIC AND MANAGEMENT SCIENCES SCHOLARSHIP OF ENGAGEMENT CITATIONS 2023

2023	THE FACULTY OF ECONOMIC AND MANAGEMENT SCIENCES TABLE 7	SCHOLARSHIP OF	DEPARTMENT/ SCHOOL/ CENTRE/ INSTITUTE/ DIVISION/ UNIT
1	Adams, Y. (2023). <i>A graduate level ethics framework for the higher education information systems curriculum in South Africa</i> [Doctoral dissertation]. <a href="https://drive.google.com/file/d/1wT5yZvLpT6yn60GikIi4jSYVPveDsFbh/view?usp=drive_link">https://drive.google.com/file/d/1wT5yZvLpT6yn60GikIi4jSYVPveDsFbh/view?usp=drive_link</a>	Engagement	Department of Information Systems
2	Bala, S., Blaauw, D., Christian, C., & Yu, D. (2023). Identifying the prospects of decent job creation along the value chain of plastic recycling. <i>Development Southern Africa</i> , 40(3), 507–524. <a href="https://drive.google.com/file/d/1e7V93-EncHGzWdWizLtkrZi3jGLfeaUv/view?usp=drive_link">https://drive.google.com/file/d/1e7V93-EncHGzWdWizLtkrZi3jGLfeaUv/view?usp=drive_link</a>	Theory & practice	Department of Economics
3	Bayat, A., & Madyibi, S. (2022). Impact of COVID-19 on South Africa's Early Childhood Education and the Sustainable Development Goals. In W. L. Filho, I. R. Abubakar, I. Da Silva, R. Pretorius & K. Tarabieh (Eds.), <i>SDGs in Africa and the Middle East Region</i> (pp. 1–27). <a href="https://drive.google.com/file/d/16hkeYYlCcMvLY-LeOeqWwLRlnCcsD98/view?usp=drive_link">https://drive.google.com/file/d/16hkeYYlCcMvLY-LeOeqWwLRlnCcsD98/view?usp=drive_link</a>	Engagement	Department of Economics/Institute for Social Development (ISD)
4	Botha, J. J. (2023). <i>Examining the South African labour market outcomes during the coronavirus pandemic of 2019</i> [Doctoral dissertation]. <a href="https://drive.google.com/file/d/1Ax2X2l6iITGxxHD3FV5Yq-7PM7GcTg1p/view?usp=drive_link">https://drive.google.com/file/d/1Ax2X2l6iITGxxHD3FV5Yq-7PM7GcTg1p/view?usp=drive_link</a>	Research	Department of Economics
5	Carstens, D. (2023). An octo-aesthetic figuration for learning in times of crisis. <i>Critical Studies in Teaching and Learning</i> , 11(SPE2), 1–18. <a href="https://drive.google.com/file/d/18cad81AdCjjEpym7I4QVQF8d6DvIRmv-/view?usp=drive_link">https://drive.google.com/file/d/18cad81AdCjjEpym7I4QVQF8d6DvIRmv-/view?usp=drive_link</a>	Application	Department of Academic Development
6	Chiruka, F. (2023). <i>Strategic responses in the Covid-19 period: A study of selected small and medium enterprises in the Western Cape</i> [Master's Thesis]. <a href="https://drive.google.com/file/d/1CIBFg-E3INMuLsBpPwSD_xGV5DiuBIKu/view?usp=drive_link">https://drive.google.com/file/d/1CIBFg-E3INMuLsBpPwSD_xGV5DiuBIKu/view?usp=drive_link</a>	Research	Department of Management and Entrepreneurship

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7	Chomonorwa, S., Berg, C. V. D., & Jantjies, M. (2023, November). Critical success factors for human-centred learning analytics systems design. In N. R. Jer, O. E. Isafiade, A. A. Ogunyemi, O. Anya, A. B. Sakpere & D. S. Jat (Eds.), <i>AfriCHI '23: Proceedings of the 4th African Human Computer Interaction Conference</i> (pp. 271–273). <a href="https://drive.google.com/file/d/1gQ6BWWZqks2cGeQoM6KwUk1dkrlde-Zj/view?usp=drive_link">https://drive.google.com/file/d/1gQ6BWWZqks2cGeQoM6KwUk1dkrlde-Zj/view?usp=drive_link</a>	Research	Department of Information Systems
8	Daki, E. (2023). <i>Twitter, political personalities, and race consciousness: the Democratic Alliance and the Economic Freedom Fighters</i> [Master's thesis]. <a href="https://drive.google.com/file/d/1SHVFtuQtT-91w-B720cjGKM812dKfjdT/view?usp=drive_link">https://drive.google.com/file/d/1SHVFtuQtT-91w-B720cjGKM812dKfjdT/view?usp=drive_link</a>	Research	Department of Political Studies
9	Dinbabo, P. M. F. (2023). Chief Editor's Note. <i>African Human Mobility Review</i> , 9, 3–3. <a href="https://drive.google.com/file/d/1IHYB3b0czMSmV_9QKM3AuWKz1uuixA9f/view?usp=drive_link">https://drive.google.com/file/d/1IHYB3b0czMSmV_9QKM3AuWKz1uuixA9f/view?usp=drive_link</a>	Research	Institute for Social Development
10	Fondling, J., Murozvi, S., Yu, D., & Mtshali, N. (2023). Investigating volunteer activities in South Africa. <i>Development Southern Africa</i> , 1–18. <a href="https://drive.google.com/file/d/1uQg0DL09pG40zocpCTnLStu5NkUNwysE/view?usp=drive_link">https://drive.google.com/file/d/1uQg0DL09pG40zocpCTnLStu5NkUNwysE/view?usp=drive_link</a>	Research	Department of Economics
		Application	
11	Frank, L. (2023). <i>Seeking a dignified life: An exploration of the aspirations and experiences of women refugees in Cape Town, South Africa</i> [Master's thesis]. <a href="https://drive.google.com/file/d/1IHt1e4uwJTnafL90hLDN1BjW5X9nCn2E/view?usp=drive_link">https://drive.google.com/file/d/1IHt1e4uwJTnafL90hLDN1BjW5X9nCn2E/view?usp=drive_link</a>	Research	Institute for Social Development (ISD)
12	Garbutt, M., Ismail, I., Juries, C., & Adams, R. (2023). A Student-Dominant View of the Readiness to use Metaverse in Education: The TRI-F Framework. <i>arXiv preprint</i> , arXiv:2310.14111. <a href="https://drive.google.com/file/d/1YI-j4pGDu2MOpGc3642um3EOjJxSnDCh/view?usp=drive_link">https://drive.google.com/file/d/1YI-j4pGDu2MOpGc3642um3EOjJxSnDCh/view?usp=drive_link</a>	Research	Department of Information Systems
		Engagement	
13	Gready, P., Anciano, F., Papane, B., Mvelase, Z., & Mushengyezi, A. (2023). Universities as sites of protection: Insights from the global south on gender-based violence. In F. Tibbitts & A. Keets (Eds.), <i>Emancipatory Human Rights and the University</i> (pp. 105–121). <a href="https://drive.google.com/file/d/1cj4OBP5gkj7rzoMCxoCugCciQeDNcaVr/view?usp=drive_link">https://drive.google.com/file/d/1cj4OBP5gkj7rzoMCxoCugCciQeDNcaVr/view?usp=drive_link</a>	Engagement	Department of Political Studies
14	Gwamanda, N., & Mahembe, B. (2023). The influence of ethical leadership and climate on employee work engagement. <i>SA Journal of Industrial Psychology</i> , 49, a2108. <a href="https://drive.google.com/file/d/1NSEr37Nf-00nVu0XwIMJC5K6uPsGaowS/view?usp=drive_link">https://drive.google.com/file/d/1NSEr37Nf-00nVu0XwIMJC5K6uPsGaowS/view?usp=drive_link</a>	Research	Department of Industrial Psychology
		Integration	
		Theory & practice	
15	Hamman-Fisher, D., & McGhie, V. (2023). Towards decoloniality of the education training and development third-year curriculum: Employing situated learning characteristics to facilitate authentic learning. <i>Cogent Education</i> , 10(2), 2237301. <a href="https://drive.google.com/file/d/1_hy0BlwDr6qNvtdCtJN6HY6BVMX-iM1h/view?usp=drive_link">https://drive.google.com/file/d/1_hy0BlwDr6qNvtdCtJN6HY6BVMX-iM1h/view?usp=drive_link</a>	Integration	Department of Industrial Psychology
		Engagement	Department of Academic Development

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16	Hendricks, M. R. (2023). <i>Exploring entrepreneurs' responses to the Covid-19 crisis</i> [Master's thesis]. <a href="https://drive.google.com/file/d/1ALNbronV0r1ROhsG9qyvaz3fuCVco0sV/view?usp=drive_link">https://drive.google.com/file/d/1ALNbronV0r1ROhsG9qyvaz3fuCVco0sV/view?usp=drive_link</a>	Research	Department of Management and Entrepreneurship
17	Hewu, M. J. (2023). <i>Public sector youth support services efficacy: a case study exploring NEET youth perceptions and suggestions for improvement</i> [Master's thesis]. <a href="https://drive.google.com/file/d/1DQn6G0I5nY8SLJY_dFf9QtC6MZgkQBC/view?usp=drive_link">https://drive.google.com/file/d/1DQn6G0I5nY8SLJY_dFf9QtC6MZgkQBC/view?usp=drive_link</a>	Research	Institute for Social Development
		Theory & practice	
18	Iwu, C. G., Bama, H. K. N., Makoza, F., Ogunlela, O., & Nchu, R. M. (2023). Managing crisis: Perceptions of academics towards remote operations during the outbreak of COVID-19. <i>Journal of Contemporary Management</i> , 20(1), 536–559. <a href="https://drive.google.com/file/d/1i_QqUVozoaVfFpQHd51wifQsgl5NvGsk/view?usp=drive_link">https://drive.google.com/file/d/1i_QqUVozoaVfFpQHd51wifQsgl5NvGsk/view?usp=drive_link</a>	Research	School of Business and Finance
		Engagement	
19	Iwu, C. G., Sibanda, L., & Makwara, T. (2023). 'Cherish'or Perish: The inevitable outcome of an economy in crisis. <i>International Journal of Entrepreneurial Knowledge</i> , 102–119. <a href="https://drive.google.com/file/d/1AUqH-PMvB0WBk95GJ06xjF7LbW6IR60/view?usp=drive_link">https://drive.google.com/file/d/1AUqH-PMvB0WBk95GJ06xjF7LbW6IR60/view?usp=drive_link</a>	Research	School of Business and Finance
		Application	
20	Jongile, S. (2023). <i>Development of a learning analytics approach to identify at-risk students in higher education</i> [Master's thesis]. <a href="https://drive.google.com/file/d/1UJ7Z86Mcka9U0E0rQAFU-kEdYF7DJXl/view?usp=drive_link">https://drive.google.com/file/d/1UJ7Z86Mcka9U0E0rQAFU-kEdYF7DJXl/view?usp=drive_link</a>	Engagement	Department of Information Systems
21	Kgobe, F., Bayat, M. S., & Karriem, A. (2023). Evaluating the Implementation of Public Participation in Service Delivery Planning in the Democratic Age: A Case of South African Municipalities. <i>Commonwealth Youth and Development</i> , 20-pages. <a href="https://drive.google.com/file/d/1eNb1LFWHukvK6ixFzRzXdnrCHYse0q/view?usp=drive_link">https://drive.google.com/file/d/1eNb1LFWHukvK6ixFzRzXdnrCHYse0q/view?usp=drive_link</a>	Research	Institute for Social Development
22	Kolweni, L. (2023). <i>Social capital and role of stokvels in the economic lives of poor people in Khayelitsha, Cape Town</i> [Master's thesis]. <a href="https://drive.google.com/file/d/1Cr4SdSnbXxqPK-rcaPLrhXA2zqipPo/view?usp=drive_link">https://drive.google.com/file/d/1Cr4SdSnbXxqPK-rcaPLrhXA2zqipPo/view?usp=drive_link</a>	Research	Institute for Social Development
		Application	
23	Losch, B., & May, J. (2023). Place-based approaches to food system resilience: Emerging trends and lessons from South Africa. In C. Bene & S. Devereux (Eds.), <i>Resilience and Food Security in a Food Systems Context</i> (pp. 321–353). <a href="https://drive.google.com/file/d/1GKtwvhD_ZT9Tm4U_o8tvCFNq8r-LXHUU/view?usp=drive_link">https://drive.google.com/file/d/1GKtwvhD_ZT9Tm4U_o8tvCFNq8r-LXHUU/view?usp=drive_link</a>	Application	Centre of Excellence in Food Security
24	Mabusela, A. A. A. (2023). <i>Food Security: An evaluation of food choices, household food consumption patterns and health implications: A case study of Khayelitsha in the Western Cape Province of South Africa</i> [Master's thesis]. <a href="https://drive.google.com/file/d/1GfsatYm7tD6ylfthor_H3RmyG5QE_Yqv/view?usp=drive_link">https://drive.google.com/file/d/1GfsatYm7tD6ylfthor_H3RmyG5QE_Yqv/view?usp=drive_link</a>	Application	Institute for Social Development
25	Magadla, N. (2023). <i>Participatory Monitoring and Evaluation in the provision of sanitation services in a South African Informal Settlement: A Case study of Isiqalo Area, in Cape Town</i> [Master's thesis]. <a href="https://drive.google.com/file/d/1RarCIL_VyW45HBBR-qjEA9bu3_EC5qD4/view?usp=drive_link">https://drive.google.com/file/d/1RarCIL_VyW45HBBR-qjEA9bu3_EC5qD4/view?usp=drive_link</a>	Research	School of Government

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26	Mahalika, R., Matsebula, V., & Yu, D. (2023). Investigating the relationship between financial inclusion and poverty in South Africa. <i>Development Southern Africa</i> , 40(1), 109–132. <a href="https://drive.google.com/file/d/1nFeGLNI47EqBnyrLwYMuezXk3ptjRC3F/view?usp=drive_link">https://drive.google.com/file/d/1nFeGLNI47EqBnyrLwYMuezXk3ptjRC3F/view?usp=drive_link</a>	Application	Department of Economics
27	Mekonnen, E. S. (2023). <i>Exploring the determinants of conventional and participatory monitoring and evaluation: A case study of world vision Ethiopia (wve)</i> [Doctoral dissertation]. <a href="https://drive.google.com/file/d/1bWbGlrE7f6fqTzYmrPlwdeQhGA_xvtY_/view?usp=drive_link">https://drive.google.com/file/d/1bWbGlrE7f6fqTzYmrPlwdeQhGA_xvtY_/view?usp=drive_link</a>	Research	Institute for Social Development
28	Moosa, S. (2023). <i>A Critical Analysis of the Influence of Social Innovation in Addressing Food (In) Security in the Context of Natural Disaster</i> [Master's thesis]. <a href="https://drive.google.com/file/d/12huyf6VCrV1IQiI07WHjebGJbBl40eWW/view?usp=drive_link">https://drive.google.com/file/d/12huyf6VCrV1IQiI07WHjebGJbBl40eWW/view?usp=drive_link</a>	Research	Institute for Social Development
		Application	
29	Moses, M. L. (2023). <i>Strengthening the social contract between government and social grant recipients: a case study of the older person's grant and the child support grant in the Cape Winelands and Overberg districts</i> [Doctoral dissertation]. <a href="https://drive.google.com/file/d/1juKm2ulYRnrZln1jX2SfCeokMM3f4j4/view?usp=drive_link">https://drive.google.com/file/d/1juKm2ulYRnrZln1jX2SfCeokMM3f4j4/view?usp=drive_link</a>	Application	Institute for Social Development
30	Msofi, L. (2023). <i>Agricultural extension and commercialisation in rural Malawi: implications for livelihoods, class and gender differentiation</i> [Doctoral dissertation]. <a href="https://drive.google.com/file/d/1pFOCJxCVIVPIB-sLiJDc0osHoxGDdWd/view?usp=drive_link">https://drive.google.com/file/d/1pFOCJxCVIVPIB-sLiJDc0osHoxGDdWd/view?usp=drive_link</a>	Application	Institute for Poverty, Land and Agrarian Studies
31	Musakwa, I. S., & Petersen, F. (2023). Factors affecting consumer acceptance and use of mobile delivery applications in South Africa. <i>South African Journal of Information Management</i> , 25(1), 1585. <a href="https://drive.google.com/file/d/17EoSzhh4WEWDyYVzhPF5xvupXohqyKe/view?usp=drive_link">https://drive.google.com/file/d/17EoSzhh4WEWDyYVzhPF5xvupXohqyKe/view?usp=drive_link</a>	Research	Department of Information Systems
32	Nackerdien, F., & Yu, D. (2023). Defining and measuring time poverty in South Africa. <i>Development Southern Africa</i> , 40(3), 560–579. <a href="https://drive.google.com/file/d/1dkvBCAP5mlx-3jfjLt8ySVFzO7qqaM5S/view?usp=drive_link">https://drive.google.com/file/d/1dkvBCAP5mlx-3jfjLt8ySVFzO7qqaM5S/view?usp=drive_link</a>	Research	Department of Economics
33	Nonxuba, S. (2023). <i>Assessing the effectiveness of the Western Cape Provincial Youth Development Strategy: A case study of IAP Mitchell's Plain Youth Café programmes (2014-2019)</i> [Master's thesis]. <a href="https://drive.google.com/file/d/1ueUkGmhvCQv7aaAcwuvckN6RLUsn2SAx/view?usp=drive_link">https://drive.google.com/file/d/1ueUkGmhvCQv7aaAcwuvckN6RLUsn2SAx/view?usp=drive_link</a>	Research	School of Government
		Integration	
34	Nyamu, I. K. (2023). <i>Child Protection Responses and Transformative Social Protection in Kenya and South Africa: Can social grants improve the wellbeing of children affected by violence and neglect?</i> [Doctoral dissertation]. <a href="https://drive.google.com/file/d/1XcbzJ7gd6s-61clgPln2FFuWdpG-XE31/view?usp=drive_link">https://drive.google.com/file/d/1XcbzJ7gd6s-61clgPln2FFuWdpG-XE31/view?usp=drive_link</a>	Application	Institute for Social Development
35	Ocran, M. K. (2023). <i>Politics, policies, and the effectiveness of foreign aid in fragile states</i> . Helsinki, Finland. United Nations University World Institute for Development Economics Research [UNU-WIDER]. <a href="https://drive.google.com/file/d/18IKfp6ODCqnU5NPgRAS84SSRpC0eHKP/view?usp=drive_link">https://drive.google.com/file/d/18IKfp6ODCqnU5NPgRAS84SSRpC0eHKP/view?usp=drive_link</a>	Research	Department of Economics

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36	Okbandrias, M. (2023). Protection of the rights of Ethiopian and DRC refugees and asylum seekers: Examining the role of South African NGOs (2005–2017). <i>African Human Mobility Review</i> , 9(3), 56–81. <a href="https://drive.google.com/file/d/1b8wW7jNYLIF2I7LZ_Wg-yn-l_8VHG-R2/view?usp=drive_link">https://drive.google.com/file/d/1b8wW7jNYLIF2I7LZ_Wg-yn-l_8VHG-R2/view?usp=drive_link</a>	Research	School of Government
		Application	
37	Olutuase, S. O., Brijlal, P., & Yan, B. (2023). Model for stimulating entrepreneurial skills through entrepreneurship education in an African context. <i>Journal of Small Business &amp; Entrepreneurship</i> , 35(2), 263–283. <a href="https://drive.google.com/file/d/1iO4qsQgCOiJyk7S6tAX_hIASX0XJrnMD/view?usp=drive_link">https://drive.google.com/file/d/1iO4qsQgCOiJyk7S6tAX_hIASX0XJrnMD/view?usp=drive_link</a>	Integration	School of Business and Finance
		Theory & practice	
38	Petersen, F. (2023). Business simulation games and entrepreneurial education. In C. G. Iwu & R. Shambare (Eds.), <i>Delivering entrepreneurship education in Africa: New Perspectives</i> (pp. 177–198). <a href="https://drive.google.com/file/d/1Fs-zk9yn7EMqrbtJo_W5d_xc4RdaDnHf/view?usp=drive_link">https://drive.google.com/file/d/1Fs-zk9yn7EMqrbtJo_W5d_xc4RdaDnHf/view?usp=drive_link</a>	Integration	Department of Information Systems
39	Petersen, L. (2023). <i>Gender equality in the workplace and how it impacts on the organisation's operations: A case study of the University of the Western Cape</i> [Master's thesis]. <a href="https://drive.google.com/file/d/1y-PyuhISbLMLqbEBsn1GEg5UmMe9sqJc/view?usp=drive_link">https://drive.google.com/file/d/1y-PyuhISbLMLqbEBsn1GEg5UmMe9sqJc/view?usp=drive_link</a>	Research	School of Government
		Engagement	
40	Pharaoh, C. D. (2023). <i>Crisis management competencies: perspectives from executive management of selected universities of technology</i> [Doctoral dissertation]. <a href="https://drive.google.com/file/d/12m0EPuCzilSmXsdNaEQq4mI79r5bpDsR/view?usp=drive_link">https://drive.google.com/file/d/12m0EPuCzilSmXsdNaEQq4mI79r5bpDsR/view?usp=drive_link</a>	Research	Department of Management and Entrepreneurship
		Engagement	
41	Platen, E. (2023). <i>Factors contributing to employee burnout among frontline staff working in the business banking department of a South African bank</i> [Master's thesis]. <a href="https://drive.google.com/file/d/1jnr9mtbu1lfp-l-1dv6nhz8qHVkdOHnj/view?usp=drive_link">https://drive.google.com/file/d/1jnr9mtbu1lfp-l-1dv6nhz8qHVkdOHnj/view?usp=drive_link</a>	Research	School of Business and Finance
42	Satumba, T. (2023). <i>The impact of expanded public works programme (EPWP) on food security in South Africa</i> [Doctoral dissertation]. <a href="https://drive.google.com/file/d/1cyMY_pYvKtWLiNpQ7Pi2GKq2d1mnRnuC/view?usp=drive_link">https://drive.google.com/file/d/1cyMY_pYvKtWLiNpQ7Pi2GKq2d1mnRnuC/view?usp=drive_link</a>	Research	Institute for Social Development
		Application	
43	Seat, A. S., & Pather, S. (2023). Adoption of ICT to support rural small-holder farmers: A systematic review. <i>African Conference on Information Systems and Technology</i> . 5. <a href="https://drive.google.com/file/d/16-bkHdcr-4_3G-uSGngYJPKZojHqyAD/view?usp=drive_link">https://drive.google.com/file/d/16-bkHdcr-4_3G-uSGngYJPKZojHqyAD/view?usp=drive_link</a>	Engagement	Department of Information Systems
44	Sello, P. (2023). <i>The impact of information technology on reverse logistics of blood in public healthcare facilities in the Gauteng department of health</i> [Master's thesis].	Research	Department of Information System
45	Siyo, W. T. (2023). <i>Transformation in secondary education: A case of a technical high school in the Western Cape Province</i> [Master's thesis]. <a href="https://drive.google.com/file/d/1Y1M0gFcuqiO65oN1XR77gMAuXKswWoSp/view?usp=drive_link">https://drive.google.com/file/d/1Y1M0gFcuqiO65oN1XR77gMAuXKswWoSp/view?usp=drive_link</a>	Engagement	School of Government (Department of Public Administration)

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46	Solomon, S., & du Plessis, M. (2023). Temporary academics in South African higher education institutions: Their lived precarity experiences. <i>Journal of Psychology in Africa</i> , 33(5), 522–529. <a href="https://drive.google.com/file/d/1ZugaLFWB3xBTp5PrvoCr6Zeqs04yrl/view?usp=drive_link">https://drive.google.com/file/d/1ZugaLFWB3xBTp5PrvoCr6Zeqs04yrl/view?usp=drive_link</a>	Research	Department of Industrial Psychology
		Engagement	
47	Thom, N. F. (2023). <i>An investigation of the vulnerabilities of undocumented Zimbabwean migrants in Cape Town during the COVID-19 pandemic</i> [Master's thesis]. <a href="https://drive.google.com/file/d/11Rm5M30XC7_oS_Z0Q2XlnpQFciwDxQ/view?usp=drive_link">https://drive.google.com/file/d/11Rm5M30XC7_oS_Z0Q2XlnpQFciwDxQ/view?usp=drive_link</a>	Theory & practice	Institute for Social Development
48	Van den Berg, C., & Verster, B. (2023). Advancing sustainable-smart innovations through a transdisciplinary learning intervention: Insights from the Quintuple Helix Model. In F. Moriera & S. Jayantilal (Eds.), <i>Proceedings of the 18th European Conference on Innovation and Entrepreneurship</i> , 18(2), 883–890. <a href="https://drive.google.com/file/d/1LlwmqNYIjOL3u0AdIziCQS2x2bDWs3QC/view?usp=drive_link">https://drive.google.com/file/d/1LlwmqNYIjOL3u0AdIziCQS2x2bDWs3QC/view?usp=drive_link</a>	Engagement	Department of Information Systems
49	Van Dieman, R., & Van Den Berg, C. (2023, May). A Review of the adoption of digital payments by spaza shops in Cape Town. In M. Cunningham & P. Cunningham (Eds.), <i>IST-Africa 2023 Conference Proceedings</i> (pp. 1–10). <a href="https://drive.google.com/file/d/19u1Le4JUvuQ1icxpSmoFqWoxdaMCSb/view?usp=drive_link">https://drive.google.com/file/d/19u1Le4JUvuQ1icxpSmoFqWoxdaMCSb/view?usp=drive_link</a>	Research	Department of Information Systems
50	Williams, B., & Terblanche, J. (2023). Cultivating socially responsible and ethical chartered accountant business leaders: A citizenship pedagogical framework grounded in the local and the global. <i>Citizenship Teaching &amp; Learning</i> , 18(2), 195–213. <a href="https://drive.google.com/file/d/1QI0Lecn_wkC7dS9mlAS5eyUu8CpFsfLF/view?usp=drive_link">https://drive.google.com/file/d/1QI0Lecn_wkC7dS9mlAS5eyUu8CpFsfLF/view?usp=drive_link</a>	Theory & practice	Department of Accounting
51	Yu, D. (2023). Revisiting the COVID-19 vulnerability index in South Africa. <i>Development Southern Africa</i> , 40(1), 91–108. <a href="https://drive.google.com/file/d/1KF-OR-LJd_CbHMMyUrhxP_-1LoezxxxHR/view?usp=drive_link">https://drive.google.com/file/d/1KF-OR-LJd_CbHMMyUrhxP_-1LoezxxxHR/view?usp=drive_link</a>	Research	Department of Economics
52	Yu, D., Botha, J., & Nackerdien, M. F. (2023). Examining the South African labour market during the COVID-19 lockdown period. <i>Development Southern Africa</i> , 40(6), 1343–1364. <a href="https://drive.google.com/file/d/1pGvl-GKrBQj2f9G0cHH-OlePdECJoa8Z/view?usp=drive_link">https://drive.google.com/file/d/1pGvl-GKrBQj2f9G0cHH-OlePdECJoa8Z/view?usp=drive_link</a>	Research	Department of Economics
53	Zakaria, D. (2023). <i>Mobile technology adoption for improved maternal healthcare in Sudan</i> [Master's thesis]. <a href="https://drive.google.com/file/d/1MzBR-quWH1iVJNlezP6xh7Uy3CKZM578/view?usp=drive_link">https://drive.google.com/file/d/1MzBR-quWH1iVJNlezP6xh7Uy3CKZM578/view?usp=drive_link</a>	Application	Department of Information Systems
54	Zuma, N. I., & Ntandoyenkosi, S. (2023). Knowledge Management as a Driver of Successful Enterprise Resources Planning Implementation: A Conceptual Framework. <i>Change Management: An International Journal</i> , 23(1), 37. <a href="https://drive.google.com/file/d/1OZ8dCPxpU6MP7Su4jRGkNgqeU3QfG9_P/view?usp=drive_link">https://drive.google.com/file/d/1OZ8dCPxpU6MP7Su4jRGkNgqeU3QfG9_P/view?usp=drive_link</a>	Engagement	School of Business and Finance

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**THE FACULTY OF ECONOMIC AND MANAGEMENT SCIENCES LEARNING & TEACHING CITATIONS 2023**

2023	THE FACULTY OF ECONOMIC AND MANAGEMENT SCIENCES TABLE 8	DEPARTMENT/ SCHOOL/ CENTRE/ INSTITUTE/ DIVISION/ UNIT
1	Africa, C., Yu, D., Karriem, A., & Raymond, B. (2023). Crisis leadership: Reflecting on the complex role of academic (middle) leaders during the COVID-19 pandemic. <i>Perspectives in Education</i> , 41(2), 89-103. <a href="https://doi.org/10.38140/pie.v41i2.6265">https://doi.org/10.38140/pie.v41i2.6265</a>	Department of Political Studies Department of Economics Institute for Social Development Department of Accounting
2	Anthanasius Fomum, T., & Opperman, P. (2023). Financial inclusion and performance of MSMEs in Eswatini. <i>International Journal of Social Economics</i> , 50(11), 1551-1567. <a href="https://doi.org/10.1108/IJSE-10-2020-0689">https://doi.org/10.1108/IJSE-10-2020-0689</a>	School Business and Finance
3	Boadu, E. S., & Alaji, F. (2023). Evaluating the Rights of Children and Young People in Africa: The Policies and Practices in South Africa. <i>In Advances in African Economic, Social and Political Development</i> (pp. 113-131). <a href="https://doi.org/10.1007/978-3-031-16313-5_7">https://doi.org/10.1007/978-3-031-16313-5_7</a>	School Business and Finance
4	Boadu, E. S., & Ile, I. (2023). Evaluation innovation in Africa: Towards indigenously responsive evaluation (IRE) philosophies, methods and practices in Ghana. <i>African Journal of Science, Technology, Innovation and Development</i> , 15(5), 624-636. <a href="https://doi.org/10.1080/20421338.2023.2173864">https://doi.org/10.1080/20421338.2023.2173864</a>	School of Government
5	Carstens, D., & Gray, C. (2023). Doing Academia Differently: Taking Care of Humans, Technologies and Environments in the Digital Age. <i>SOTL in the South</i> , 7(1), 8-26. <a href="https://doi.org/10.36615/sotls.v7i1.294">https://doi.org/10.36615/sotls.v7i1.294</a>	School of Government
6	Chomunorwa, S., Mashonganyika, E. S., & Marevesa, A. (2023). Digital transformation and post-Covid-19 education in South Africa: a review of literature. <i>South African Computer Journal</i> , 35(1), 91-100. <a href="https://doi.org/10.18489/sacj.v35i1.1101">https://doi.org/10.18489/sacj.v35i1.1101</a>	Department of Academic Development
7	Chomunorwa, S., van Den Berg, C., & Jantjies, M. (2023, Nov 27-Dec 01). Critical success factors for human-centred learning analytics systems design. Paper presented at the 4th African Conference on Human Computer Interaction (AfriCHI) - Beyond Limits, Walter Sisulu Univ, East London, SOUTH AFRICA	Department of Information Systems
8	Damini, T. M., Iwu, C. G., & Ogunlela, G. O. (2023). Support strategies of government-owned business incubators for SMEs' sustainability. <i>In Leadership and Governance for Sustainability</i> (pp. 222-241). <a href="https://doi.org/10.4018/978-1-6684-9711-1.ch012">https://doi.org/10.4018/978-1-6684-9711-1.ch012</a>	Department of Information Systems
9	Delpont, R., Dreyer, A., Maart, R., Mohamedsharif, A., Nekaka, R., Turner, A., & Wolvaardt, J. (2023). Undergraduate research- a tale of three African institutions. <i>African Health Sciences</i> , 23(2), 743-752. <a href="https://doi.org/10.4314/ahs.v23i2.85">https://doi.org/10.4314/ahs.v23i2.85</a>	Department of Economics

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10	Hamman-Fisher, D., & McGhie, V. (2023). Towards decoloniality of the education training and development third-year curriculum: Employing situated learning characteristics to facilitate authentic learning. <i>Cogent Education</i> , 10(2), Article 2237301. <a href="https://doi.org/10.1080/2331186X.2023.2237301">https://doi.org/10.1080/2331186X.2023.2237301</a>	Department of Industrial Psychology
		Department of Academic Development
11	Iwu, C. G., Bama, H. K. N., Makoza, F., Ogunlela, O., & Nchu, R. M. (2023). Managing crisis: Perceptions of academics towards remote operations during the outbreak of COVID-19. <i>Journal of Contemporary Management</i> , 20(1), 536-559. <a href="https://doi.org/doi:10.35683/jcman1027.207">https://doi.org/doi:10.35683/jcman1027.207</a>	School Business and Finance
12	Masaiti, G., Kakupa, P., & Mupeta, S. (2023). Re-imagining assessment in higher education: Creating alternative pathways for inclusive and democratic assessments in Zambian higher education institutions. <i>SOTL in the South</i> , 7(3), 46-77. <a href="https://doi.org/10.36615/sotls.v7i3.384">https://doi.org/10.36615/sotls.v7i3.384</a>	Department of Public Administration.
13	Moloi, P. K. C., Etbaigha, D. I., Isabirye, D. A., Bayat, P. A., & Lebelo, P. R. S. (2023). Investigating Learning Organisation Metaphor Application in Enabling the Local Municipality to Improve Service Delivery to its Communities. A Theoretical Perspective. <i>Interiencia</i> . <a href="https://doi.org/10.59671/d7UqC">https://doi.org/10.59671/d7UqC</a>	Department of Economics
		School of Business & Finance
14	Ndou, K., Mashau, N. L., & Chigada, J. (2023). Learning Management Systems as a platform for information sharing during the COVID-19. <i>South African journal of information management</i> , 25(1), 1-8. <a href="https://doi.org/10.4102/sajim.v25i1.1618">https://doi.org/10.4102/sajim.v25i1.1618</a>	Department of Information Systems
15	Pather, S. (2023). A Reflection on Post-Graduate Supervision Practice: Towards a Deeper Understanding of Effective Student Engagement. <i>Proceedings of The International Conference on Future of Teaching and Education</i> , 1. <a href="https://doi.org/10.33422/icfte.v1i1.3">https://doi.org/10.33422/icfte.v1i1.3</a>	Department of Information Systems
16	Peden, A. E., Mayhew, A., Baker, S. D., Mayedwa, M., & Saunders, C. J. (2023). Exploring Flood Response Challenges, Training Needs, and the Impact of Online Flood Training for Lifeguards and Water Safety Professionals in South Africa. <i>International Journal of Environmental Research and Public Health</i> , 20(16), 6573. <a href="https://www.mdpi.com/1660-4601/20/16/6573">https://www.mdpi.com/1660-4601/20/16/6573</a>	Department of Information Systems
17	Petersen, F. (2023a). Factors affecting students' use of a data-free instant messenger for on-line peer tutoring: A large, undergraduate class at a historically disadvantaged university. <i>Perspectives in Education</i> , 41(1), 18-37. <a href="https://doi.org/10.38140/pie.v41i1.6318">https://doi.org/10.38140/pie.v41i1.6318</a>	Department of Information Systems
18	Petersen, F. (2023b). Impact of anxiety on students' behavioural intention to use business simulation games. 2023 Conference on <i>Information Communications Technology and Society, ICTAS 2023 – Proceedings 2023</i> . <a href="https://www.scopus.com/inward/record.uri?eid=2-s2.0-85153273169&amp;doi=10.1109%2fICTAS56421.2023.10082738&amp;partnerID=40&amp;md5=20578d8585a5bfb037e87c30aef4753">https://www.scopus.com/inward/record.uri?eid=2-s2.0-85153273169&amp;doi=10.1109%2fICTAS56421.2023.10082738&amp;partnerID=40&amp;md5=20578d8585a5bfb037e87c30aef4753</a>	Department of Information Systems
19	Petersen, F., & Killian, M. L. (2023). Challenges for Implementing Design Thinking for Social Innovation: Case Study during Online Learning. <i>Proceedings of the European Conference on e-Learning, ECEL</i> . <a href="https://www.scopus.com/inward/record.uri?eid=2-s2.0-85179125562&amp;partnerID=40&amp;md5=be0f44a04124d30b0818b48a30eba6dc">https://www.scopus.com/inward/record.uri?eid=2-s2.0-85179125562&amp;partnerID=40&amp;md5=be0f44a04124d30b0818b48a30eba6dc</a>	Department of Information Systems

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20	Ramachandran, S., & Crush, J. (2023). Food security, equitable development and South–South migration: Towards a research agenda. <i>International Migration</i> , 61(6), 341-344. <a href="https://doi.org/10.1111/imig.13207">https://doi.org/10.1111/imig.13207</a>	Department of Political Studies
21	Solomon, S., & Du Plessis, M. (2023). Experiences of precarious work within higher education institutions: a qualitative evidence synthesis. <i>Frontiers in Education</i> , 8, Article 960649. <a href="https://doi.org/10.3389/educ.2023.960649">https://doi.org/10.3389/educ.2023.960649</a>	Department of Industrial Psychology
22	Solomon, S., & Du Plessis, M. (2023). Temporary academics in South African higher education institutions: Their lived precarity experiences. <i>Journal of Psychology in Africa</i> , 33(5), 522-529. <a href="https://doi.org/10.1080/14330237.2023.2258001">https://doi.org/10.1080/14330237.2023.2258001</a>	Department of Industrial Psychology
23	Southgate, G., Aderibigbe, J. K., Balogun, T. V., & Mahembe, B. (2023). Leadership styles as predictors of employee engagement at a selected tertiary institution. <i>SA Journal of Human Resource Management</i> , 21, Article a2238. <a href="https://doi.org/10.4102/sajhrm.v21i0.2238">https://doi.org/10.4102/sajhrm.v21i0.2238</a>	Department of Industrial Psychology
24	Sunnemark, F., Lundqvist Westin, W., Al Saad, T., & Assmo, P. (2023). Exploring barriers and facilitators to knowledge transfer and learning processes through a cross-departmental collaborative project in a municipal organization. <i>Learning Organization</i> , 31(3), 358-374. <a href="https://doi.org/10.1108/TLO-01-2023-0003">https://doi.org/10.1108/TLO-01-2023-0003</a>	Department of Political Studies
25	Van den Berg, C., & Verster, B. (2023). Integrating education for sustainable development into a sustainable-smart transdisciplinary learning framework1. <i>The Independent Journal of Teaching and Learning</i> , 18(2), 8-26. <a href="https://doi.org/doi:10.10520/ejc-jitl1-v18-n2-a2">https://doi.org/doi:10.10520/ejc-jitl1-v18-n2-a2</a>	Department of Information Systems
26	Walters, C., Ronnie, L., Plessis, M. d., & Jansen, J. (2023). Academics in Lockdown: A Gendered Perspective on Self-Esteem in Academia during the COVID-19 Pandemic Lockdown. <i>Sustainability</i> , 15(6), 4999. <a href="https://www.mdpi.com/2071-1050/15/6/4999">https://www.mdpi.com/2071-1050/15/6/4999</a>	Department of Industrial Psychology
27	Williams, B., & Terblanche, J. (2023). Cultivating socially responsible and ethical chartered accountant business leaders: A citizenship pedagogical framework grounded in the local and the global. <i>Citizenship Teaching and Learning</i> , 18(2), 195-213. <a href="https://doi.org/10.1386/ctl_00120_1">https://doi.org/10.1386/ctl_00120_1</a>	Department of Accounting



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## DEAN: FACULTY OF EDUCATION

Prof. Rajendran Govender

The Faculty has strengthened its engagement with the local community through collaborative partnerships, outreach initiatives, and service-learning projects. By working closely with schools, educational organizations, and community stakeholders, we have extended the impact of our research, contributed to the improvement of educational outcomes, and fostered positive social change. For example, The Science Learning Centre for Africa has established a very good working relationship with the Western Cape Education Department (WCED), and our programmes are well aligned to the needs of the WCED. We are jointly developing short learning programmes to fulfil the professional development needs of teachers in the Province. In the same vein, Centre for African Language Teaching (CALT) activities continues to increase expertise in isiXhosa teaching methods, develop more Foundation Phase materials, promote research and interaction between educators, and ultimately improve isiXhosa literacy rates.



### THE FACULTY OF EDUCATION SCHOLARSHIP OF ENGAGEMENT CITATIONS 2023

2023	THE FACULTY OF EDUCATION TABLE 9	SCHOLARSHIP OF	DEPARTMENT/ SCHOOL/ CENTRE/ INSTITUTE/ DIVISION/ UNIT
1	Abderoef, A. (2023). <i>Effects of a distributed interleaved teaching strategy on automaticity in intermediate phase Mathematics</i> [Master's thesis]. <a href="https://drive.google.com/file/d/1_2N5q74L-ntM3sPSQZkSeQ0QuuTV2Ct/view">https://drive.google.com/file/d/1_2N5q74L-ntM3sPSQZkSeQ0QuuTV2Ct/view</a>	Engagement	Department of Educational Studies
2	Ajayi, N. O., & Luckay, M. B. (2023a). Trends and challenges of higher education in Nigeria: Fine and applied arts technological literacy. <i>Journal of Education (University of KwaZulu-Natal)</i> , 19(2), 228–247. <a href="https://drive.google.com/file/d/1v6eWmbEplJNj7wR4oy8cMkaeVUeny5Pq/view">https://drive.google.com/file/d/1v6eWmbEplJNj7wR4oy8cMkaeVUeny5Pq/view</a>	Engagement	Department of Educational Studies
3	Ajayi, N. O., & Luckay, M. B. (2023b). Trends of Tertiary Education in Nigeria: Art Education and Technological Literacy Appraisal. <i>International Journal of Educational Research</i> , 12(1), 143–155. <a href="https://drive.google.com/file/d/1EYngUTc-WSxclG21kzfVRR_OU6pzwiUV/view">https://drive.google.com/file/d/1EYngUTc-WSxclG21kzfVRR_OU6pzwiUV/view</a>	Engagement	Department of Educational Studies
4	Brown, H., & Papier, J. (2023). Beyond the trade test: Using the COMET Model to build occupational competence. <i>Journal of Vocational, Adult and Continuing Education and Training</i> , 6(1), 42–64. <a href="https://drive.google.com/file/d/1hbvSUwEQO_uzWFXEmK8Sf5jdrEF-356d/view">https://drive.google.com/file/d/1hbvSUwEQO_uzWFXEmK8Sf5jdrEF-356d/view</a>	Engagement	Institute for Post-School Studies
5	Chetty, R. (2023). Critical Humanism and Academic Activism in Fatima Meer: Choosing to Be Defiant by Rajendra Chetty (2022). <i>English Academy Review</i> , 40(2), 17–30. <a href="https://drive.google.com/file/d/1AWYhFSNZYUcx2pKpQjN2iVRfBjzOKSVC/view">https://drive.google.com/file/d/1AWYhFSNZYUcx2pKpQjN2iVRfBjzOKSVC/view</a>	Research	Department of Language Education
6	Dison, A., & Collett, K. S. (2023). Foregrounding relational dimensions of curriculum and learning design in online and hybrid learning environments. <i>Critical Studies in Teaching and Learning (CriStaL)</i> , 11(2), 85–105. <a href="https://drive.google.com/file/d/1mqwhufjQNwu2Ve5To9WY_czPSkp58Vkc/view">https://drive.google.com/file/d/1mqwhufjQNwu2Ve5To9WY_czPSkp58Vkc/view</a>	Theory & practice	Department of Educational Studies
		Engagement	

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7	Kacerja, S., & Julie, C. (2023). Values in preservice mathematics teachers' discussions of the Body Mass Index-A critical perspective. <i>The Journal of Mathematical Behavior</i> , 70, 101035. <a href="https://drive.google.com/file/d/1EhJQFojLlrhk0kakEUKsp_gSqAVRcSw2/view">https://drive.google.com/file/d/1EhJQFojLlrhk0kakEUKsp_gSqAVRcSw2/view</a>	Research	School of Science and Mathematics Education
8	Karmakar, G., & Chetty, R. (2023). Tackling Environmental and Epistemic Injustice: Decolonial Approaches for Pluriversal Peacebuilding in South Africa. <i>Peace Review</i> , 35(3), 496–510. <a href="https://drive.google.com/file/d/1Ips6ygl52TN3mCdkSKRitCnwkgk6aF62/view">https://drive.google.com/file/d/1Ips6ygl52TN3mCdkSKRitCnwkgk6aF62/view</a>	Application	Department of Language Education
9	Koch, R. (2023). <i>Exchange Programme (UMSAEP)</i> [Doctoral dissertation]. <a href="https://drive.google.com/file/d/1JC1ARSGCbivocTjdwamSrsUhXageW0tE/view">https://drive.google.com/file/d/1JC1ARSGCbivocTjdwamSrsUhXageW0tE/view</a>	Integration	Department of Educational Psychology
10	Koch, R., & Beyers, C. (2023). Teaching comprehensive sexuality education using a praxis co-created with adolescents. <i>African Journal of Primary Health Care &amp; Family Medicine</i> , 15(1), 1–8. <a href="https://drive.google.com/file/d/1SkVs0nibWz0rZzNwICZel2WnRzJT0nV8/view">https://drive.google.com/file/d/1SkVs0nibWz0rZzNwICZel2WnRzJT0nV8/view</a>	Research	Department of Educational Psychology
11	Rusznayak, L., Robinson, M., Sathorar, H., & Luckay, M. (2023). The complexities of learning to teach: Advancing the debates. <i>Journal of Education</i> , (90), 1–10. <a href="https://drive.google.com/file/d/1n-sxupMenc40-Jm66ZIZdETaTPLvvlA/view">https://drive.google.com/file/d/1n-sxupMenc40-Jm66ZIZdETaTPLvvlA/view</a>	Research	Department of Educational Studies
		Theory & practice	
12	Sesanti, S. (2023). Bell hooks' feminist, and ancient Egypt's philosophy of education for an enabling Afrocentric education. <i>South African Journal of Philosophy</i> , 42(3), 217–229. <a href="https://drive.google.com/file/d/1XcKtszProU3okMleC2RDDNv0DxvyPhSI/view">https://drive.google.com/file/d/1XcKtszProU3okMleC2RDDNv0DxvyPhSI/view</a>	Research	Department of Educational Studies
		Theory & practice	
13	Slamdien, Y. (2023). Exploring shifts in teachers' perspectives of reflection in a context of CPD using video-stimulated recall [Master's thesis]. <a href="https://drive.google.com/file/d/1pox_dcJ0LHxZASX1XWPzI9Qiw4gD_S-u/view">https://drive.google.com/file/d/1pox_dcJ0LHxZASX1XWPzI9Qiw4gD_S-u/view</a>	Research	School of Science and Mathematics Education
14	Thakur, V. S., Sivasubramaniam, S., & Suleiman, M. A. A. (2023). Creating Critical Spaces for Meaningful Education through Newspapers: Drawing best out of waste in EIL classrooms. <i>English as International Language Journal</i> , 18(1), 32–46. <a href="https://drive.google.com/file/d/1m0l-8zTZHda4Q1zSTJQngy_OJh-7nXm2/view">https://drive.google.com/file/d/1m0l-8zTZHda4Q1zSTJQngy_OJh-7nXm2/view</a>	Research	Department of Language education
		Engagement	
15	Van Wyk, C. W. (2023). <i>Curriculum leadership practices of senior management in developing a 'Thinking School': A case study of a Western Cape primary school</i> [Master's thesis]. <a href="https://drive.google.com/file/d/1HY0FZCmM4y1kH2TZylGTjcaFCsWEIQ0/view">https://drive.google.com/file/d/1HY0FZCmM4y1kH2TZylGTjcaFCsWEIQ0/view</a>	Theory & practice	Department of Educational Studies
16	Yallow, A. T. (2023). <i>Publishing in English and its implications for researchers and higher education institutions in multilingual contexts in Africa: a multiple case study</i> [Doctoral dissertation]. <a href="https://drive.google.com/file/d/1UjJkc_I3jH-Yu1xHiPrx9wCTE6mwTqh/view">https://drive.google.com/file/d/1UjJkc_I3jH-Yu1xHiPrx9wCTE6mwTqh/view</a>	Engagement	Department of Language Education

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**THE FACULTY OF EDUCATION LEARNING & TEACHING CITATIONS 2023**

2023	THE FACULTY OF EDUCATION TABLE 10	DEPARTMENT/ SCHOOL/ CENTRE/ INSTITUTE/ DIVISION/ UNIT
1	Ajayi, N. O., & Luckay, M. B. (2023). Trends and challenges of higher education in Nigeria: Fine and applied arts technological literacy. <i>Journal of Education (South Africa)</i> , 92, 228–247. <a href="https://doi.org/10.17159/2520-9868/i92a13">https://doi.org/10.17159/2520-9868/i92a13</a>	Department of Educational Studies
2	Archer, E., Bulut, O., Zeniskyk, A., Grover, R., & Randall, J. (2023). Editorial: Online assessment for humans: advancements, challenges and futures for digital assessment. <i>Frontiers in Education</i> , 8, Article 1230623. <a href="https://doi.org/10.3389/educ.2023.1230623">https://doi.org/10.3389/educ.2023.1230623</a>	Institutional Research
3	Bloch, C. (2023). Integrative neuroscience and Froebelian understandings in early childhood education. In T. Bruce, Y. Nishida, S. Powell, H. Wasmuth & J. Whinnett (Eds.), <i>The Bloomsbury Handbook to Friedrich Froebel</i> (pp. 427–435). <a href="https://www.scopus.com/inward/record.uri?eid=2-s2.0-85191478353&amp;partnerID=40&amp;md5=06946f5340df13b981a3776fb0b2d4a6">https://www.scopus.com/inward/record.uri?eid=2-s2.0-85191478353&amp;partnerID=40&amp;md5=06946f5340df13b981a3776fb0b2d4a6</a>	Department of Language Education
4	Cutalele-Maqhude, P. (2023). The impact of poor reading skills on Grade 12 isiXhosa Home Language exam results [Article]. <i>South African Journal of African Languages</i> , 43(2), 177–182. <a href="https://doi.org/10.1080/02572117.2023.2248753">https://doi.org/10.1080/02572117.2023.2248753</a>	Department of Language Education
5	De Beer, J. (2023). Excursions as an Immersion Pedagogy to Enhance Self-Directed Learning in Pre-Service Teacher Education. <i>Education Sciences</i> , 13(9), 862. <a href="https://www.mdpi.com/2227-7102/13/9/862">https://www.mdpi.com/2227-7102/13/9/862</a>	Science Learning Centre for Africa
6	Dison, A., & Collett, K. S. (2023). Foregrounding relational dimensions of curriculum and learning design in online and hybrid learning environments. <i>Critical Studies in Teaching and Learning (CriStAL)</i> , 11(2), 85–105. <a href="https://doi.org/doi:10.14426/cristal.v11i2.672">https://doi.org/doi:10.14426/cristal.v11i2.672</a>	Department of Educational Studies
7	Govender, R., & Machingura, D. (2023). Ascertaining Grade 10 learners' levels of mathematical modelling competency through solving simultaneous equations word problems. <i>Pythagoras</i> , 44(1), Article a728. <a href="https://doi.org/10.4102/PYTHAGORAS.V44I1.728">https://doi.org/10.4102/PYTHAGORAS.V44I1.728</a>	School of Science and Mathematics Education
		Faculty of Education: Dean's Office
8	Haitembu, R. K., & Maarman, R. (2023). The Namibian inclusive education policy's response to gender nonconforming learners. <i>Journal of Research in Special Educational Needs</i> , 23(2), 116–125. <a href="https://doi.org/10.1111/1471-3802.12584">https://doi.org/10.1111/1471-3802.12584</a>	Department of Educational Studies
9	Jonker, F. (2023). Choreographic Cartographies with-in Learning: Towards response-ability in Higher Education Pedagogy. <i>SOTL in the South</i> , 7(1), 101–128. <a href="https://doi.org/10.36615/sotls.v7i1.298">https://doi.org/10.36615/sotls.v7i1.298</a>	Education Faculty

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10	Jonker, F. (2023). Propositions for a counter-economy of assessment: Adventures in the assessment of creative arts in higher education. <i>SOTL in the South</i> , 7(3), 25–45. <a href="https://doi.org/10.36615/sotls.v7i3.333">https://doi.org/10.36615/sotls.v7i3.333</a>	Education Faculty
11	Kacerja, S., & Julie, C. (2023). Values in preservice mathematics teachers' discussions of the Body Mass Index - A critical perspective. <i>Journal of Mathematical Behavior</i> , 70, Article 101035. <a href="https://doi.org/10.1016/j.jmathb.2023.101035">https://doi.org/10.1016/j.jmathb.2023.101035</a>	School of Science and Mathematics Education
12	Karmakar, G., & Chetty, R. (2023). Epistemic Responsibility and Community Engagement in Sindiwe Magona's Beauty's Gift. <i>ELOPE: English Language Overseas Perspectives and Enquiries</i> , 20(2), 65–79. <a href="https://doi.org/10.4312/elope.20.2.65-79">https://doi.org/10.4312/elope.20.2.65-79</a>	Department of Language Education
13	Koopman, O., & Koopman, K. J. (2023a). Towards an Agenda for Decolonising Knowledge in the University Curriculum. In W. F. Pinar & J. L. Miller (Eds.), <i>Curriculum Studies Worldwide</i> (pp. 77–106). <a href="https://doi.org/10.1007/978-3-031-31237-3_4">https://doi.org/10.1007/978-3-031-31237-3_4</a>	Department of Educational Studies
14	Koopman, O., & Koopman, K. J. (2023b). Towards a Decolonising Philosophy for Pedagogy: The Ubuntu-Conscious Educator. In W. F. Pinar & J. L. Miller (Eds.), <i>Curriculum Studies Worldwide</i> (pp. 107–138). <a href="https://doi.org/10.1007/978-3-031-31237-3_5">https://doi.org/10.1007/978-3-031-31237-3_5</a>	Department of Educational Studies
15	Koopman, O., & Koopman, K. J. (2023c). Pedagogical Struggles Facing Life Sciences Lecturers in Decolonising Their Content. In W. F. Pinar & J. L. Miller (Eds.), <i>Curriculum Studies Worldwide</i> (pp. 139–172). <a href="https://doi.org/10.1007/978-3-031-31237-3_6">https://doi.org/10.1007/978-3-031-31237-3_6</a>	Department of Educational Studies
16	Koopman, O., & Koopman, K. J. (2023d). Conclusion: Travelling Back Home to the Familiar—Towards Ubuntu Currere as a Lived Body Curriculum. In W. F. Pinar & J. L. Miller (Eds.), <i>Curriculum Studies Worldwide</i> (pp. 173–186). <a href="https://doi.org/10.1007/978-3-031-31237-3_7">https://doi.org/10.1007/978-3-031-31237-3_7</a>	Department of Educational Studies
17	Mbusi, N., & Luneta, K. (2023). Implementation of an Intervention Program to Enhance Student Teachers' Active Learning in Transformation Geometry. <i>SAGE Open</i> , 13(2). <a href="https://doi.org/10.1177/21582440231179440">https://doi.org/10.1177/21582440231179440</a>	Department of Educational Studies
18	McKenzie, J., Kelly, J., Moodley, T., & Stofile, S. (2023). Reconceptualising teacher education for teachers of learners with severe to profound disabilities. <i>International Journal of Inclusive Education</i> , 27(2), 205–220. <a href="https://doi.org/10.1080/13603116.2020.1837266">https://doi.org/10.1080/13603116.2020.1837266</a>	Department of Educational Psychology
19	Ndaipa, C. J., Edström, K., Langa, P., & Geschwind, L. (2023). Internationalisation of the curriculum in higher education: A case from a Mozambican university. <i>Cogent Education</i> , 10(1), Article 2188773. <a href="https://doi.org/10.1080/2331186X.2023.2188773">https://doi.org/10.1080/2331186X.2023.2188773</a>	Institute for Post-School Studies
20	Culturally Responsive Science Education for Indigenous and ethnic Minority Students. In S. K. Abell & N. G. Lederman (Eds.), <i>Handbook of Research on Science Education</i> (pp. 389–410). <a href="https://doi.org/10.4324/9780367855758-16">https://doi.org/10.4324/9780367855758-16</a>	School of Science and Mathematics Education
21	Pillay, J., Patel, L., & Setlhare-Kajee, R. (2023). Teacher awareness of psychosocial support available as per the Integrated School Health Policy in South Africa. <i>South African Journal of Childhood Education</i> , 13(1), Article a1172. <a href="https://doi.org/10.4102/sajce.v13i1.1172">https://doi.org/10.4102/sajce.v13i1.1172</a>	Department of Educational Psychology

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22	Reilly, C., Chavula, J. J., Kamtukule, V., & Chetty, R. (2023). Vignette: Changing language-in-education policies in Malawi: Consultation and implementation. In C. Reilly, F. Chimbutane, J. Clegg, C. Rubagumya & E. J. Erling (Eds.), <i>Multilingual Learning: Assessment, Ideologies and Policies in Sub-Saharan Africa</i> (pp. 249–254). <a href="https://doi.org/10.4324/9781003311553-17">https://doi.org/10.4324/9781003311553-17</a>	Department of Language Education
23	Reygan, F., & McEwen, H. (2023). Beyond “Abstinence Only”: The U.S. Christian Right’s “Pro- Family” Countermovement against Comprehensive Sexuality Education and Sexual and Reproductive Rights in Eastern and Southern Africa. In <i>Queer Studies and Education: An International Reader</i> (pp. 195-216). <a href="https://doi.org/10.1093/oso/9780197687000.003.0011">https://doi.org/10.1093/oso/9780197687000.003.0011</a>	Department of Educational Psychology
24	Shaik, N., Martin, C. D., & Moodley, T. (2023). Reframing listening for belonging and participation in early childhood care and education settings: a case in South Africa. <i>Early Years</i> , 43(2), 228-241. <a href="https://doi.org/10.1080/09575146.2021.1934818">https://doi.org/10.1080/09575146.2021.1934818</a>	Department of Educational Psychology
25	Shandu-omukunyi, N. (2023). English first additional language learning and teaching with digital resources. <i>South African Computer Journal</i> , 35(1), 184-200. <a href="https://doi.org/doi:10.18489/sacj.v35i1.1109">https://doi.org/doi:10.18489/sacj.v35i1.1109</a>	Department of Language Education
26	Sims, D., Lundie, S., Titus, S., & Govender, R. (2023). Shifting assessment paradigms in South African higher education: Evolving towards transformative approaches to policy development. <i>SOTL in the South</i> , 7(3), 138-170. <a href="https://doi.org/10.36615/sotls.v7i3.334">https://doi.org/10.36615/sotls.v7i3.334</a>	School of Science and Mathematics Education
		Faculty of Education: Dean's Office
27	Slapac, A., Gamiet, G., Collett, K., Knudsmoen, H., & Wessels, F. J. (2023). Social Justice Pedagogy and Collaborative Online International Learning (COIL): Across Three Partner Higher Education Institutions. In <i>Handbook of Research on Implementing Inclusive Educational Models and Technologies for Equity and Diversity</i> (pp. 252-272). <a href="https://doi.org/10.4018/979-8-3693-0453-2.ch013">https://doi.org/10.4018/979-8-3693-0453-2.ch013</a>	Department of Educational Studies
		School of Science and Mathematics Education
28	Verster, B., van den Berg, C., & Collett, K. (2023). Relational Reading~Writing~Thinking~Becoming in Higher Education: Possibilities for scholarly reading and writing in times of turbulence. <i>Critical Studies in Teaching and Learning</i> , 11(2), 129-146. <a href="https://www.scopus.com/inward/record.uri?eid=2-s2.0-85180703485&amp;doi=10.14426%2fcristal.v11i2.680&amp;partnerID=40&amp;md5=bf6b3dab36055f4e0a73480ed149ebd9">https://www.scopus.com/inward/record.uri?eid=2-s2.0-85180703485&amp;doi=10.14426%2fcristal.v11i2.680&amp;partnerID=40&amp;md5=bf6b3dab36055f4e0a73480ed149ebd9</a>	Department of Educational Studies
29	Yallem, A. T., & Dipitso, P. O. (2023). Language and employability in higher education research: a scoping review. In <i>International Perspectives on Education and Society</i> (Vol. 46A, pp. 107-126). <a href="https://doi.org/10.1108/S1479-36792023000046A008">https://doi.org/10.1108/S1479-36792023000046A008</a>	Institute of Post-School Studies
30	Young, K. A., & Archer, E. (2023). Validating the Grit-S scale among postgraduate students in a South African distance education institution. <i>Frontiers in Education</i> , 8, Article 1229433. <a href="https://doi.org/10.3389/educ.2023.1229433">https://doi.org/10.3389/educ.2023.1229433</a>	Institutional Research

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## DEAN: FACULTY OF LAW

Prof. Jacques De Ville

In the Law Faculty, the main drivers of engagement are the Dullah Omar Institute (DOI), the centres, and the Law Clinic. An example is the Labour Law onLine (LLL) project of the Centre for Transformative Regulation of Work (Centrow), which includes providing training to community advice offices and trade union offices in the use of this online tool. The DOI and the centres furthermore play an important role in providing input on new policies and legislation.

The Law Clinic provides legal advice and representation to indigent members of the surrounding community, while the Street Law Programme engages in a legal education programme with surrounding communities. Staff members from all units in the Law Faculty regularly take part in radio and television interviews as well as write opinion pieces in the media to explain the legal position in relation to matters of public importance.



### THE FACULTY OF LAW SCHOLARSHIP OF ENGAGEMENT CITATIONS 2023

2023	THE FACULTY OF LAW TABLE 11	SCHOLARSHIP OF	DEPARTMENT/ SCHOOL/ CENTRE/ INSTITUTE/ DIVISION/ UNIT
1	Abduroaf, M. (2023). Divorce and dissolution of muslim marriages: A historical analysis of the position of a muslim wife seeking divorce in the South African legal context. <i>Pakistan Journal of Women's Studies: Alam-e-Niswan</i> , 30(1), 17–31. h <a href="https://drive.google.com/file/d/1DvqV0oxjXaakzUUMCUdveehqAvC-Sb/view">https://drive.google.com/file/d/1DvqV0oxjXaakzUUMCUdveehqAvC-Sb/view</a>	Research	Department of Private Law
2	Basson, Y. (2023). Multiple discrimination experienced by women with disabilities in the workplace in South Africa. <i>Law, Democracy and Development</i> , 27, 1–25. <a href="https://drive.google.com/file/d/16Ytg1AuB3YvqESqr2wsCzeFAhwSh7FGT/view">https://drive.google.com/file/d/16Ytg1AuB3YvqESqr2wsCzeFAhwSh7FGT/view</a>	Theory & practice	Department of Mercantile and Labour Law
3	Dauids, D. J. (2023). <i>An examination of the corporate governance failures and challenges at key South African SOEs and the implications on enterprise efficiency: A case study of Eskom</i> [Master's thesis]. <a href="https://drive.google.com/file/d/1HG4ClbceOy-DpjGtb87ybERrPeV_Istwa/view">https://drive.google.com/file/d/1HG4ClbceOy-DpjGtb87ybERrPeV_Istwa/view</a>	Research	Department of Mercantile and Labour Law
4	Diala, A. C., & Hussein, N. (2023). The Tsetse Fly Perched on the Scrotum: Publishing Problems in Academic Journals. <i>Potchefstroom Electronic Law Journal (PELJ)</i> , 26(1), 1–28. <a href="https://drive.google.com/file/d/1DmQmpda3ecSrgWhz2vt8pZND8duEiSQA/view">https://drive.google.com/file/d/1DmQmpda3ecSrgWhz2vt8pZND8duEiSQA/view</a>	Engagement	Centre for Legal Integration in Africa
5	Durojaye, E., Nanima, R. D., Idowu-Ojo, A., & Mirugi-Mukundi, G. [Eds.]. (2023). <i>Realising socio-economic rights of refugees and asylum seekers in Africa: Our Lives Matter</i> . <a href="https://drive.google.com/file/d/1cz6balufeHIPij9GX7iKayXQx9R1HaBn/view">https://drive.google.com/file/d/1cz6balufeHIPij9GX7iKayXQx9R1HaBn/view</a>	Theory & practice	Dullah Omar Institute
			Department of Criminal Justice and Procedure
6	Ewi, G. B. (2023). <i>Adopting memory and truth as non-judicial approaches to transitional justice in Cameroon</i> [Master's thesis]. <a href="https://drive.google.com/file/d/18UwsTHulGo7CW11C_yrdgyoYv9cMm5PF/view">https://drive.google.com/file/d/18UwsTHulGo7CW11C_yrdgyoYv9cMm5PF/view</a>	Research	Department of Criminal Justice and Procedure
		Application	
7	Hamunakwadi, P. (2023). <i>Extension of social protection to self-employed workers: Re-considering the need and the possibilities in light of the Covid19 pandemic</i> [Master's thesis]. <a href="https://drive.google.com/file/d/1e4wknjxbmVKOkjQOTy9UP34KfGuELPp/view">https://drive.google.com/file/d/1e4wknjxbmVKOkjQOTy9UP34KfGuELPp/view</a>	Theory & practice	Department of Mercantile and Labour Law

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8	Iyi, J. M. (2023). Of Norms and Ambiguity: The Contested Authority of UN Security Council and African Union in the Use of Force in Africa. <i>Zeitschrift für ausländisches öffentliches Recht und Völkerrecht/Heidelberg Journal of International Law</i> , 83(1), 91–118. <a href="https://drive.google.com/file/d/1ydUIZAQ1yqkh6k3GGB70dB7hNNHO_KKX/view">https://drive.google.com/file/d/1ydUIZAQ1yqkh6k3GGB70dB7hNNHO_KKX/view</a>	Research	African Centre for Transnational Criminal Justice (ACTCJ)
9	Kleinsmidt, A., Malope, M., & Urban, M. (2023). Deliberate delays in offering abortion to pregnant women with fetal anomalies after 24 weeks' gestation at a centre in South Africa. <i>Developing World Bioethics</i> , 23, 109–121. <a href="https://drive.google.com/file/d/16Fv_EbyPubpJECsXzJL3Bs0hC2U4KrAi/view">https://drive.google.com/file/d/16Fv_EbyPubpJECsXzJL3Bs0hC2U4KrAi/view</a>	Application	Department of Private Law
10	Mbantisa, P. (2023). <i>Inadequate representation of female attorneys in the legal profession in South Africa</i> [Master's thesis]. <a href="https://drive.google.com/file/d/1NNzbQJWlVeLRSRcY0UJoChGpc-20b-TW/view">https://drive.google.com/file/d/1NNzbQJWlVeLRSRcY0UJoChGpc-20b-TW/view</a>	Engagement	Department of Public Law and Jurisprudence
11	Moosa, F. (2023). Taxation of Litigation Costs under Uniform Rule 70: Attorneys Acting as Counsel are Entitled to Equal Reimbursement for Equal Work by Advocates. <i>Potchefstroom Electronic Law Journal (PELJ)</i> , 26(1), 1–27. <a href="https://drive.google.com/file/d/1JOR1NnLjOIA7HANIf6CEhmA3wKnGOJJ4/view">https://drive.google.com/file/d/1JOR1NnLjOIA7HANIf6CEhmA3wKnGOJJ4/view</a>	Application	Department of Mercantile and Labour Law
12	Mushoriwa, L. (2023). The African Union's quest for a "peaceful and secure Africa": An assessment of Aspiration Four of Agenda 2063. <i>Law, Democracy and Development</i> , 27, 55–92. <a href="https://drive.google.com/file/d/1wR3c432sQ9co7BCxJrWlSyOB9LTsYT0U/view">https://drive.google.com/file/d/1wR3c432sQ9co7BCxJrWlSyOB9LTsYT0U/view</a>	Application	African Centre for Transnational Criminal Justice (ACTCJ)
13	Nanyunja, B., & Nortje, W. (2023). Justice Delayed but not Denied: The Prosecution of Thomas Kwoyelo for International Crimes in Uganda. <i>Potchefstroom Electronic Law Journal (PELJ)</i> , 2023(26), Online. <a href="https://drive.google.com/file/d/1hIQ6ZYAfmV9pU8_2u3BCUIQNETMIJi1C/view">https://drive.google.com/file/d/1hIQ6ZYAfmV9pU8_2u3BCUIQNETMIJi1C/view</a>	Application	Department of Public Law and Jurisprudence
14	Nortje, W., & Hull, S. (2023). Disarming the dispirited South African: A critical analysis of the proposed ban on firearms for self-defence. <i>Law, Democracy and Development</i> , 27, 123–148. <a href="https://drive.google.com/file/d/1wU9yNyMSaBqrmfKf2sBaalhcvZRI7dux/view">https://drive.google.com/file/d/1wU9yNyMSaBqrmfKf2sBaalhcvZRI7dux/view</a>	Research	Department of Criminal Justice and Procedure
15	Palmer, A. K. (2023). <i>'Equal Pay for work of equal value': Unfair discrimination within the South African workplace - A comparative study</i> [Master's thesis]. <a href="https://drive.google.com/file/d/1R-F8-FDpJADIVQMujCHoZiM7b1HrcdqF/view">https://drive.google.com/file/d/1R-F8-FDpJADIVQMujCHoZiM7b1HrcdqF/view</a>	Theory & practice Application	Department of Mercantile and Labour Law
16	Patel, M., Braaf, N., Chinnian, K., & Mohammed, T. (2023). Online Assessments for Reflection within a Large Class: A Case Study of English for Educational Development Law Students at the University of the Western Cape. <i>ALTRALANG Journal</i> , 5(01), 336–354. <a href="https://drive.google.com/file/d/1ns-RySoQfBnJTYXnbV2BDXQG7CcDI_K/view">https://drive.google.com/file/d/1ns-RySoQfBnJTYXnbV2BDXQG7CcDI_K/view</a>	Research Engagement	Department of Criminal Justice and Procedure
17	Sheikh, F. I. (2023). <i>The protection of personal information in smart cities: lessons for South Africa from the European union and the United States</i> [Master's thesis]. <a href="https://drive.google.com/file/d/1IEMV57TfXr7wFIWtlvq49gprepTdS9m52/view">https://drive.google.com/file/d/1IEMV57TfXr7wFIWtlvq49gprepTdS9m52/view</a>	Research	Department of Mercantile and Labour Law

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18	Siyubo, K. M. (2023). A critical analysis of bilateral (dual) marriages in Zambia [Master's thesis]. <a href="https://drive.google.com/file/d/1D0sjnlcv3z5wCQaCrRYFz_jCxQm-XAx/view">https://drive.google.com/file/d/1D0sjnlcv3z5wCQaCrRYFz_jCxQm-XAx/view</a>	Research	Department of Private Law
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### THE FACULTY OF LAW LEARNING & TEACHING CITATIONS 2023

2023	THE FACULTY OF LAW TABLE 12	DEPARTMENT/ SCHOOL/ CENTRE/ INSTITUTE/ DIVISION/ UNIT
1	Diala, A. C., & Hussein, N. (2023). The Tsetse Fly Perched on the Scrotum: Publishing Problems in Academic Journals. <i>Potchefstroom Electronic Law Journal (PELJ)</i> , 26(1), 1–28. <a href="https://doi.org/10.17159/1727-3781/2023/v26i0a15778">https://doi.org/10.17159/1727-3781/2023/v26i0a15778</a>	Department of Private Law
2	Durojaye, E. (2023). The decision-making power of adolescents to refuse medical treatment in South Africa: Lessons from other jurisdictions. <i>Acta Juridica (Cape Town)</i> , 2023, 240–269. <a href="https://doi.org/10.47348/ACTA/2023/a10">https://doi.org/10.47348/ACTA/2023/a10</a>	Dullah Omar Institute for Constitutional Law, Governance and Human Rights
3	Malherbe, K., & Ncube, S. (2023). A renewed argument for the designation of Social Security Law as a module in the LLB curriculum. <i>South African Journal on Human Rights</i> , 39(2-3), 171–188. <a href="https://doi.org/10.1080/02587203.2024.2320429">https://doi.org/10.1080/02587203.2024.2320429</a>	Department of Mercantile and Labour Law
4	Mushoriwa, L. (2023). The African Union's quest for a "peaceful and secure Africa": An assessment of Aspiration Four of Agenda 2063. <i>Law, democracy &amp; development</i> , 27, 55–92. <a href="https://doi.org/10.17159/2077-4907/2023/idd.v27.3">https://doi.org/10.17159/2077-4907/2023/idd.v27.3</a>	African Centre for Transnational Criminal Justice
5	Mushoriwa, L. (2023). The Prosecutor v Dominic Ongwen: An examination of the role of traditional justice mechanisms in international criminal justice [Article]. <i>International Criminal Law Review</i> , 23(5-6), 731–754. <a href="https://doi.org/10.1163/15718123-bja10163">https://doi.org/10.1163/15718123-bja10163</a>	African Centre for Transnational Criminal Justice
6	Mwambene, L. (2023). Chuma Himonga's scholarship on the Recognition of Customary Marriages Act 120 of 1998. <i>Acta Juridica (Cape Town)</i> , 2023, 1-18. <a href="https://doi.org/10.47348/ACTA/2023/a1">https://doi.org/10.47348/ACTA/2023/a1</a>	Department of Private Law
7	Osiki, A., Sadiq, H., Osiki, P., & Oniga, V. (2023). COVID-19 pandemic, a war to win: assessing its impact on the domestic work sector in Nigeria. <i>Labour and Industry</i> , 33(2), 247–268. <a href="https://doi.org/10.1080/10301763.2023.2193915">https://doi.org/10.1080/10301763.2023.2193915</a>	Department of Mercantile and Labour Law
8	Patel, M., Braaf, N., Chinnian, K., & Mohammed, T. (2023). Online Assessments for Reflection within a Large Class: A Case Study of English for Educational Development Law Students at the University of the Western Cape. <i>ALTRALANG Journal</i> , 05, 336–354. <a href="https://doi.org/10.52919/altralang.v5i01.286">https://doi.org/10.52919/altralang.v5i01.286</a>	Department of Criminal Justice and Procedure
9	Van Belle, J.-P., Howson, K., Graham, M., Heeks, R., Bezuidenhout, L., Tsibolane, P., Toit, D., Fredman, S., & Mungai, P. (2023). Fair work in South Africa's gig economy: A journey of engaged scholarship. <i>Digital Geography and Society</i> , 5, 100064. <a href="https://doi.org/10.1016/j.diggeo.2023.100064">https://doi.org/10.1016/j.diggeo.2023.100064</a>	Department of Mercantile and Labour Law

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## ACTING DEAN: FACULTY OF NATURAL SCIENCES

Prof. Admire Dube

Community engagement is embedded within various learning, teaching and research practices within the Faculty of Natural Sciences. To highlight a few key practices:

Partnering with our surrounding community and sharing resources, students from the Department of Biodiversity and Conservation Biology meet module learning and teaching goals and outcomes through field excursions involving conservation in nature reserves within the Western Cape. Staff within this department are also involved in projects to train teachers from primary and secondary schools throughout the Western and Eastern Cape, in various fields of science.

Within the School of Pharmacy, there are service-learning activities which also address the local health service needs of communities within the Western Cape.



### THE FACULTY OF NATURAL SCIENCES SCHOLARSHIP OF ENGAGEMENT CITATIONS 2023

2023	THE FACULTY OF NATURAL SCIENCES TABLE 13	SCHOLARSHIP OF	DEPARTMENT/ SCHOOL/ CENTRE/ INSTITUTE/ DIVISION/ UNIT
1	Botha, J., Botha, D. P., & Leenen, L. (2023, March). An Analysis of Crypto Scams during the COVID-19 Pandemic: 2020. In R. L. Wilson & Major B. Curran (Eds.), <i>Proceedings of the 18th International Conference on Cyber Warfare and Security</i> (pp. 35–48). <a href="https://drive.google.com/file/d/1KJ6JHUYsZ2D2D1n60lo6ZAqc1D7EJgY/view">https://drive.google.com/file/d/1KJ6JHUYsZ2D2D1n60lo6ZAqc1D7EJgY/view</a>	Research	Department of Computer Science
2	Botha, J., Pederson, T., & Leenen, L. (2023, June). An Analysis of the MTI Crypto Investment Scam: User Case. In Professor A. Andreatos & Professor C. Douligeris (Eds.), <i>Proceedings of the 22nd European Conference on Cyber Warfare and Security</i> (pp. 89–99). <a href="https://drive.google.com/file/d/1u-hGgRxxFnXb0HthrdRLEUrbysTLTGBy/view">https://drive.google.com/file/d/1u-hGgRxxFnXb0HthrdRLEUrbysTLTGBy/view</a>	Research	Department of Computer Science
3	Koumou, K. O., Isafiade, O. E., Kotze, R. C. M., & Ekpo, O. E. (2023). Fostering Research asset management and collaboration using publish-subscribe and immersive technologies. In M. Smuts & A. Taute (Eds.), <i>Proceedings of the Southern Africa Telecommunication Networks and Applications Conference (SATNAC) 2023</i> (pp. 119–124). <a href="https://drive.google.com/file/d/14_r2vQ_gxxM0Qf9L0ie2Kz3i5QsvjY_v/view">https://drive.google.com/file/d/14_r2vQ_gxxM0Qf9L0ie2Kz3i5QsvjY_v/view</a>	Integration	Department of Computer Science
			Department of Statistics and Population Studies
4	Mchiza, Z. J., Davids, Y. D., Opperman, L. J., & Roberts, B. J. (2023). The COVID-19 pandemic in South Africa: examples of practical solutions to address food insecurity among vulnerable citizens. In M. Caraher, J. Coveney & M. Chopra (Eds.), <i>Handbook of Food Security and Society</i> (pp. 242–255). <a href="https://drive.google.com/file/d/1RR7_ZrTjNBQ8FUkxdbTX1w0cvs56xVSc/view">https://drive.google.com/file/d/1RR7_ZrTjNBQ8FUkxdbTX1w0cvs56xVSc/view</a>	Application	Department of Medical Biosciences
5	Moeti, L., Litedu, M., & Joubert, J. (2023). The Implementation of a Risk-Based Assessment Approach by the South African Health Products Regulatory Authority (SAHPRA). <i>Pharmaceutical Medicine</i> , 37(1), 71–91. <a href="https://drive.google.com/file/d/1_rycQATkn7BPKwml08kiM_5oPhlq5gggu/view">https://drive.google.com/file/d/1_rycQATkn7BPKwml08kiM_5oPhlq5gggu/view</a>	Research	School of Pharmacy
		Engagement	

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6	Prisco, J. L., Laudone, T. W., Keuler, N. L., & Coetzee, R. (2023). A call for social accountability within pharmacy education: Concepts, relevance, and accreditation. <i>Currents in Pharmacy Teaching and Learning</i> , 15(3), 231–233. <a href="https://drive.google.com/file/d/1xh40BvtByQgyvZHpcM9Pw9YMOgFvit2L/view">https://drive.google.com/file/d/1xh40BvtByQgyvZHpcM9Pw9YMOgFvit2L/view</a>	Engagement	School of Pharmacy
7	Van Bever Donker, J., Marshal, D., Huber, M., Maart, R., Mayekiso, L., Solomon, H., & Mgbisa, N. (2023). <i>The effectiveness of using virtual reality materials in preparing students for geological fieldwork, EGU23, the 25th EGU General Assembly (Abstract EGU23-13788)</i> . <a href="https://drive.google.com/file/d/1gCnZ0smeAyxYjBaq2G3qvG6VYMz0bB2W/view">https://drive.google.com/file/d/1gCnZ0smeAyxYjBaq2G3qvG6VYMz0bB2W/view</a>	Research	Department of Earth Sciences
		Engagement	Department of Physics and Astronomy School of Pharmacy



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THE FACULTY OF NATURAL SCIENCES LEARNING & TEACHING CITATIONS 2023

2023	THE FACULTY OF NATURAL SCIENCES TABLE 14	DEPARTMENT/ SCHOOL/ CENTRE/ INSTITUTE/ DIVISION/ UNIT
1	Banda, V. D., Mengistu, H., & Kanyerere, T. (2023, July). Assessment of catchment scale groundwater-surface water interaction in a non-perennial river system, Heuningnes catchment, South Africa. <i>Scientific African</i> , 20, e01614. <a href="https://doi.org/10.1016/j.sciaf.2023.e01614">https://doi.org/10.1016/j.sciaf.2023.e01614</a>	Department of Earth Sciences
2	Boltman, T., Meyer, M., & Ekpo, O. (2023). Diagnostic and Therapeutic Approaches for Glioblastoma and Neuroblastoma Cancers Using Chlorotoxin Nanoparticles. <i>Cancers</i> , 15(13), Article 3388. <a href="https://doi.org/10.3390/cancers15133388">https://doi.org/10.3390/cancers15133388</a>	Department of Biotechnology Department of Medical Biosciences
3	Borchjes, L., Nyirenda, C., & Leenen, L. (2023). Adversarial Deep Reinforcement Learning for Cyber Security in Software Defined Networks. <i>arXiv:2308.04909v2 [cs.CR]</i> . <a href="https://doi.org/10.48550/arxiv.2308.04909">https://doi.org/10.48550/arxiv.2308.04909</a>	Department of Computer Science
4	Coudevylle, G. R., Sinnapah, S., Ginoux, C., & Bouchard, J. P. (2023). Impact of adapted physical activities on the health and psychological factors involved in the learning of pupils and students. <i>Revue de l'Infirmiere</i> , 72(295), 34–35. <a href="https://doi.org/10.1016/j.revinf.2023.09.009">https://doi.org/10.1016/j.revinf.2023.09.009</a>	Department of Statistics and Population Studies
5	Crutchley, R. D., Newsome, C., Chen, L. W., Li, D., Sarangam, P., Min, A., Bowers, D., Coetzee, R., & McKeirnan, K. C. (2023). Design, Implementation, and Assessment Approaches within an Advanced Human Immunodeficiency Virus (HIV) Elective Course. <i>Journal of Pharmacy Practice</i> , 36(5), 1284–1293. <a href="https://doi.org/10.1177/08971900221108723">https://doi.org/10.1177/08971900221108723</a>	School of Pharmacy
6	Fatch, J., Bolding, A., & Swatuk, L. A. (2023). Boundaries of benefit sharing: interpretation and application of substantive rules in the Lake Malawi/Niassa/Nyasa sub-basin of the Zambezi Watercourse. <i>International Environmental Agreements: Politics, Law and Economics</i> , 23(1), 77–97. <a href="https://doi.org/10.1007/s10784-022-09585-4">https://doi.org/10.1007/s10784-022-09585-4</a>	Institute for Water Studies Department of Earth Sciences
7	Goldin, J., Suransky, C., & Kanyerere, T. (2023). Keep the Flow: Citizen Science as Agonistic Learning. <i>Citizen Science: Theory and Practice</i> , 8(1), Article 5. <a href="https://doi.org/10.5334/cstp.515">https://doi.org/10.5334/cstp.515</a>	Department of Earth Sciences
8	Karsten, J., Wang, L., Margalef-Bentabol, B., Best, P. N., Kondapally, R., La Marca, A., Morganti, R., Röttgering, H. J. A., Vaccari, M., & Sabater, J. (2023). A multi-band AGN-SFG classifier for extragalactic radio surveys using machine learning. <i>Astronomy and Astrophysics</i> , 675, Article A159. <a href="https://doi.org/10.1051/0004-6361/202346770">https://doi.org/10.1051/0004-6361/202346770</a>	Department of Physics and Astronomy

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9	Khan, M. A. H., Harrison, T. G., Wajrak, M., Grimshaw, M., Schofield, K. G., Trew, A. J., Johal, K., Morgan, J., Shallcross, K. L., Sewry, J. D., Davies-Coleman, M. T., & Shallcross, D. E. (2023). Flipping the Thinking on Equality, Diversity, and Inclusion. Why EDI Is Essential for the Development and Progression of the Chemical Sciences: A Case Study Approach. <i>Journal of Chemical Education</i> , 100(11), 4279–4286. <a href="https://doi.org/10.1021/acs.jchemed.3c00364">https://doi.org/10.1021/acs.jchemed.3c00364</a>	Department of Chemistry
10	Lochner, M., Rudnick, L., Heywood, I., Knowles, K., & Shabala, S. S. (2023). A unique, ring-like radio source with quadrilateral structure detected with machine learning. <i>Monthly Notices of the Royal Astronomical Society</i> , 520(1), 1439–1446. <a href="https://doi.org/10.1093/mnras/stad074">https://doi.org/10.1093/mnras/stad074</a>	Department of Physics and Astronomy
11	Makanda, K., Nzama, S., & Kanyerere, T. (2023). Assessing Feasibility of Water Resource Protection Practice at Catchment Level: A Case of the Blesbokspruit River Catchment, South Africa. <i>Water (Basel)</i> , 15(13), 2394. <a href="https://doi.org/10.3390/w15132394">https://doi.org/10.3390/w15132394</a>	Department of Earth Sciences
12	Mashala, M. J., Dube, T., Ayisi, K. K., & Ramudzuli, M. R. (2023). Using the Google Earth Engine cloud-computing platform to assess the long-term spatial temporal dynamics of land use and land cover within the Letaba watershed, South Africa. <i>Geocarto International</i> , 38(1), Article 2252781. <a href="https://doi.org/10.1080/10106049.2023.2252781">https://doi.org/10.1080/10106049.2023.2252781</a>	Institute of Water Studies
		Department of Earth Sciences
13	Mazloum, A., van Schalkwyk, A., Chernyshev, R., Igolkin, A., Heath, L., & Sprygin, A. (2023). A Guide to Molecular Characterization of Genotype II African Swine Fever Virus: Essential and Alternative Genome Markers. <i>Microorganisms</i> , 11(3), 642. <a href="https://www.mdpi.com/2076-2607/11/3/642">https://www.mdpi.com/2076-2607/11/3/642</a>	Department of Biotechnology
14	Mpakairi, K. S., Dube, T., Sibanda, M., & Mutanga, O. (2023). Fine-scale characterization of irrigated and rainfed croplands at national scale using multi-source data, random forest, and deep learning algorithms. <i>ISPRS Journal of Photogrammetry and Remote Sensing</i> , 204, 117–130. <a href="https://doi.org/10.1016/j.isprsjprs.2023.09.006">https://doi.org/10.1016/j.isprsjprs.2023.09.006</a>	Institute of Water Studies
		Department of Earth Sciences
15	Mudenda, S., Daka, V., Mufwambi, W., Matafwali, S. K., Chabalenge, B., Skosana, P., Mfuno, R. L., Kasanga, M., Okonji, O. C., Mayoka, G., Kampamba, M., Hikaambo, C. N., Mukosha, M., Kanaan, M. H. G., Zikalala-Mabope, L. A., Sinkamba, G., Okoro, R. N., Chulu, M., Godman, B., & Fadare, J. (2023). Student's perspectives, satisfaction and experiences with online and classroom learning during the COVID-19 pandemic: Findings and implications on blended learning. <i>SAGE Open Medicine</i> , 11, 20503121231218904. <a href="https://doi.org/10.1177/20503121231218904">https://doi.org/10.1177/20503121231218904</a>	School of Pharmacy
16	Mukhawana, M. B., Kanyerere, T., Kahler, D., & Masilela, N. S. (2023). Application of the Standardised Streamflow Index for Hydrological Drought Monitoring in the Western Cape Province, South Africa: A Case Study in the Berg River Catchment. <i>Water (Switzerland)</i> , 15(14), Article 2530. <a href="https://doi.org/10.3390/w15142530">https://doi.org/10.3390/w15142530</a>	Department of Earth Sciences

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17	<p>Peck, A., Isafiade, O. E., &amp; Kotze, R. C. M. (2023). Exploring the place of immersive technology for improved anatomy education: A pilot study. In N. Jere &amp; O. Isafiade (Eds.), <i>AfriChi'23: Proceedings of the 4th African Human Computer Interaction Conference</i> (pp. 76–79).  <a href="https://doi.org/10.1145/3628096.3628754">https://doi.org/10.1145/3628096.3628754</a></p>	<p>Department of Computer Science</p> <p>Department of Medical Biosciences</p>
18	<p>Pictet, A., &amp; Bouchard, J. P. (2023). The role of mental imagery in understanding, assessing and treating suicidal behaviours. <i>Annales Medico-Psychologiques</i>, 181(8), 750–754.  <a href="https://doi.org/10.1016/j.amp.2023.05.007">https://doi.org/10.1016/j.amp.2023.05.007</a></p>	<p>Department of Statistics and Population Studies</p>
19	<p>Thurstans, S., Opondo, C., Bailey, J., Stobaugh, H., Loddo, F., Wrottesley, S. V., Seal, A., Myatt, M., Briend, A., Garenne, M., Mertens, A., Wells, J., Sear, R., &amp; Kerac, M. (2023). How age and sex affect treatment outcomes for children with severe malnutrition: A multi-country secondary data analysis. <i>Maternal and Child Nutrition</i>, 20(3), e13596.  <a href="https://doi.org/10.1111/mcn.13596">https://doi.org/10.1111/mcn.13596</a></p>	<p>Department of Statistics and Population Studies</p>



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# SUPPORT UNITS, DIVISIONS & CENTERS

## SUPPORT UNITS, DIVISIONS & CENTERS SCHOLARSHIP OF ENGAGEMENT CITATIONS 2023

2023	SUPPORT UNITS, DIVISIONS & CENTRES TABLE 15	SCHOLARSHIP OF	DEPARTMENT/ SCHOOL/ CENTRE/ INSTITUTE/ DIVISION/ UNIT
1	Dison, A., & Collett, K. S. (2023). Foregrounding relational dimensions of curriculum and learning design in online and hybrid learning environments. <i>Critical Studies in Teaching and Learning (CriSTaL)</i> , 11(2), 85–105. <a href="https://drive.google.com/file/d/1BiKhwtFy6T0gZPw0rx1-4_o7IGLG-0N/view">https://drive.google.com/file/d/1BiKhwtFy6T0gZPw0rx1-4_o7IGLG-0N/view</a>	Integration	Directorate of Learning, Teaching & Student Success (DLTSS) Writing Centre
2	Hart, C., Daniels, P., & September-Brown, P. (2023). A model for scholarship of engagement institutionalization and operationalization. <i>South African Journal of Higher Education</i> , 37(1), 224–242. <a href="https://drive.google.com/file/d/1ntRJGydMH_XUqUshUXRqD41Gsi83CkXTa/view">https://drive.google.com/file/d/1ntRJGydMH_XUqUshUXRqD41Gsi83CkXTa/view</a>	Engagement	Community Engagement Unit
3	Maluleke, U., Senekal, J., Munnik, E., & Somhlaba, N. (2023). Balancing dual roles as mothers and students like a walk on a tight rope? Reflections and experiences of student mothers at a South African higher education institution. <i>South African Journal of Higher Education</i> , 37(3), 140–160. <a href="https://drive.google.com/file/d/1zjt17r5MDHYxC_w_7lduiRXZMRk6-noR/view">https://drive.google.com/file/d/1zjt17r5MDHYxC_w_7lduiRXZMRk6-noR/view</a>	Application	Research Development and Postgraduate Support Office
4	Patel, M., Braaf, N., Chinnian, K., & Mohammed, T. (2023). Online Assessments for Reflection within a Large Class: A Case Study of English for Educational Development Law Students at the University of the Western Cape. <i>ALTRALANG Journal</i> , 5(01), 336–354. <a href="https://drive.google.com/file/d/1debugUyZXVkeiHsJl2zD00bglOy6iBZ/view">https://drive.google.com/file/d/1debugUyZXVkeiHsJl2zD00bglOy6iBZ/view</a>	Research	Centre for Innovative and Communications Technology
5	September-Brown, P., Daniels, P., & Hart, C. (2023). Decentralised systemising of scholarship of engagement in higher education towards societal impact. <i>South African Journal of Higher Education</i> , 37(4), 266–285. <a href="https://drive.google.com/file/d/1sJ4nxOD1rqq9K_SEqs3SY2RkIZ8uzMsU/view">https://drive.google.com/file/d/1sJ4nxOD1rqq9K_SEqs3SY2RkIZ8uzMsU/view</a>	Engagement	Community Engagement Unit

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**SUPPORT UNITS, DIVISIONS & CENTRES LEARNING & TEACHING CITATIONS 2023**

2023	SUPPORT UNITS, DIVISIONS & CENTRES TABLE 16	DEPARTMENT/ SCHOOL/ CENTRE/ INSTITUTE/ DIVISION/ UNIT
1	Dankers, P., & Stoltenkamp, J. (2023). Advances made by the University of the Western Cape in the support of remote online teaching and learning for student success and access. <i>Perspectives in Education</i> , 41(2), 247–257. <a href="https://doi.org/10.38140/pie.v41i2.6328">https://doi.org/10.38140/pie.v41i2.6328</a>	Centre For Innovative Education & Communication Technologies (CIECT)
2	Dison, A., & Collett, K.S. (2023). Foregrounding relational dimensions of curriculum and learning design in online and hybrid learning environments. <i>Critical Studies in Teaching and Learning</i> , 11(2), 85–105. <a href="https://www.scopus.com/inward/record.uri?eid=2-s2.085180697538&amp;doi=10.14426%2fcristal.v11i2.672&amp;partnerID=40&amp;md5=3d40cfe2840831528686a985ba3b07d4">https://www.scopus.com/inward/record.uri?eid=2-s2.085180697538&amp;doi=10.14426%2fcristal.v11i2.672&amp;partnerID=40&amp;md5=3d40cfe2840831528686a985ba3b07d4</a>	Directorate of Learning, Teaching & Student Success (DLTSS)  Writing Centre
3	Hart, C., Daniels, P., & September-brown, P. (2023). A Model for Scholarship of Engagement Institutionalization and Operationalization. <i>South African Journal of Higher Education</i> , 37(1), 224–242. <a href="https://journals.co.za/doi/full/10.20853/37-1-5677">https://journals.co.za/doi/full/10.20853/37-1-5677</a>	Community Engagement Unit (CEU)
4	Patel, M., Braaf, N., Chinnian, K., & Mohammed, T. (2023). Online Assessments for Reflection within a Large Class: A Case Study of English for Educational Development Law Students at the University of the Western Cape. <i>ALTRALANG Journal</i> , 05, 336–354. <a href="https://doi.org/10.52919/altralang.v5i01.286">https://doi.org/10.52919/altralang.v5i01.286</a>	Centre for Innovative Education & Communication Technologies (CIECT)
5	Pather, S., Lawack, V., & Brown, V. (2023). Key indicators informing students' perceptions of online learning and academic performance during the COVID- 19 pandemic. <i>The Independent Journal of Teaching and Learning</i> , 18(1), 22–38. <a href="https://doi.org/doi:10.10520/ejc-ijt11-v18-n1-a3">https://doi.org/doi:10.10520/ejc-ijt11-v18-n1-a3</a>	Directorate of Learning, Teaching & Student Success (DLTSS)  Deputy Vice-Chancellor: Academic  Academic Planning Unit
6	September-Brown, P., Daniels, P., & Hart, C. (2023). Decentralised systemising of Scholarship of Engagement in higher education towards societal impact. <i>South African Journal of Higher Education</i> , 37(4), 266–285. <a href="https://doi.org/10.20853/37-4-5307">https://doi.org/10.20853/37-4-5307</a>	Community Engagement Unit (CEU)
7	Sims, D. A., & Cilliers, F. J. (2023). Clinician educators' conceptions of assessment in medical education. <i>Advances in Health Sciences Education</i> , 28(4), 1053–1077. <a href="https://doi.org/10.1007/s10459-022-10197-5">https://doi.org/10.1007/s10459-022-10197-5</a>	Directorate of Learning, Teaching & Student Success (DLTSS)

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