

CURRICULUM VITAE

LUZELLE NAUDÉ

PERSONAL INFORMATION

Surname : Naudé

Full names : Luzelle

Academic Position : Professor, Department of Psychology, University of the Free State

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Gender : Female

Nationality : South African citizen

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EDUCATIONAL BACKGROUND

1990: Matriculated with distinction (High School Riebeeckstad)

1994: B.Soc.Sc. (Psychology) - Cum Laude (UFS)
Majors in Psychology, Industrial Psychology, and Philosophy

1995: B.Soc.Sc. Honours (Psychology) - Cum Laude (UFS)
Psychometrist training

1997: M.Soc.Sc. (Counselling Psychology) - Cum Laude (UFS)
Dissertation: The role of Type A behaviour in coronary heart disease.
Supervisor: Prof GK Huysamen

2008: PhD (Psychology) - (UFS)
Thesis: Service-learning and student development: The role of critical reflection.
Promoter: Prof R Bringle, Chancellor's Professor of Psychology and Philanthropic Studies,
IUPUI, Indianapolis, USA

ACADEMIC AND PROFESSIONAL CAREER

FULL TIME POSITIONS

- 1. Post** : **Intern Psychologist**
Institution : Unit for Professional Training & Service in Behavioural Sciences
University of the Free State
Bloemfontein
Time Period : 1996
- 2. Post** : **Lecturer / Senior Lecturer / Associate Professor / Professor**
Institution : Department of Psychology
University of the Free State
Bloemfontein
Time Period : 2000 -

ACADEMIC AND PROFESSIONAL CAREER PART TIME / CONTRACT POSITIONS

- 1. Post** : **Academic assistant**
Institution : Department of Psychology
University of the Free State
Bloemfontein
Time Period : 1994
- 2. Post** : **Intern Psychometrist**
Institution : Unit for Professional Training & Service in Behavioural Sciences
University of the Free State
Bloemfontein
Time Period : 1994
- 3. Post** : **Teaching Facilitator**
Institution : Career Prep Programme (Bridging / Foundation Programme)
University of the Free State
Bloemfontein
Time Period : 1995-1996, 1998-2004
- 4. Post** : **Lecturer**
Institution : Vista University
Bloemfontein
Time Period : 1997-1999, 2001
- 5. Post** : **Psychologist**
Institutions : Aurora Rehabilitation Clinic (1996-2000)
: Rosenhof Secondary School (1997)
: Bloemfontein Medi-Clinic (1997-2005)
: Private practitioner (2006-)

TEACHING AND LEARNING RESPONSIBILITIES AT THE UFS

I have been involved in the following activities since my appointment at the UFS.

Current responsibilities are indicated in bold.

Teaching

Applied Master's Programme: Research Development

Applied Master's Programme: Ethics and Professional Issues in Applied Psychology

Honours Programme: Therapeutic Intervention and Ethics

Applied Master's Programme: Adolescent Practice Management

Applied Master's Programme: Adult Practice Management

Honours Programme: Perspectives on Groups and Communities – Service-learning component

Honours Programme: Counselling and Community Psychology

Honours / BPsych: Psychometric assessment

Honours / BPsych: Portfolio development

Honours / BPsych: Research Reports

Undergraduate: Research Methodology – Descriptive statistics

Undergraduate: Research Methodology – Inferential statistics

Undergraduate: Human and Societal Dynamics Community Service-learning capstone module

Undergraduate: Developmental Psychology

Undergraduate: Foundations in Psychological Counselling

Supervision and Facilitation

Applied Master's Programme: Counselling/Clinical supervision to students in the Applied Master's Programme regarding psychotherapeutic interventions with clients

Honours Programme: Supervising honours-level research projects

Academic advisor for adult learners at the School of Management, BML Programme

Presenter of workshops in Leadership at the School of Management, BML Programme

Facilitator in the Career Preparation Programme (Psychology module)

LEADERSHIP AND COORDINATION RESPONSIBILITIES AT THE UFS

I have been involved in the following activities since my appointment at the UFS.

Current responsibilities are indicated in bold.

Coordinator of Research in the Department of Psychology

Member: Senate Research Ethics Committee

Member: Exco of the Department of Psychology

Programme Director: Psychology 2009-2011

Programme Director: Programme in Human and Societal Dynamics 2007-2008

Coordinator: Honours Programme, Department of Psychology 2000-2016

Coordinator: Service-learning and Community Engagement projects 2000-2015

Coordinator: Community Service-learning capstone module (Human and Societal dynamics) 2007-2009

Coordinator: Psychometric and counselling practical training 2000-2008

Coordinator: Various modules in the Department of Psychology

Chairperson: Portfolio Committee Community Engagement, UFS Faculty of the Humanities 2009-2011
Member: Portfolio Committee Community Engagement, UFS Faculty of the Humanities 2005-2015
Member: Research Sub-committee, Department of Psychology 2012-2014
Member: Executive Committee for Community Engagement at the UFS 2010-2011
Member: Programme Committee, Faculty of the Humanities 2007-2011
Member: Programme Committee, UFS 2009-2011
Member: Marketing Committee, Faculty of the Humanities 2005-2011
Member: BML Committee at the School of Management 2003-2007
Member: Committee for Access with Success, UFS

RESEARCH – KEY INTERESTS AND PROJECTS

Coordinator of the Interdisciplinary Research Hub in Identity Studies: *IDEaS (Identity Development and Exploration of aspects of the Self)* <http://www.ufs.ac.za/ideas-hub>

Primary research focus: Identity development during Emerging Adulthood.

Current Collaborations / Participation in large-scale research projects

1. *Emerging adults in a transitional society* - “Being born free”: The third decade of life for a country and its emerging adults. (Ethical Approval: UFS-HSD2017/0230)
2. *The Africa Long Life Study: A longitudinal exploration of the psychological development of young adults in Africa*. Project collaboration between South Africa, Switzerland, Namibia, and Kenya. (Ethical Approval: UFS-HSD2021/1906/21).
3. *Sense of identity and basic personality traits as predictors of quality of life in early and middle adulthood: Cross-cultural comparisons*: Multinational project South Africa, USA, Israel, Poland, and Japan. (Ethical Approval: UFS-HSD2021/2098/22).
4. *Selves within Selves on a University Campus: The intersectionality of student identity development in a transitional society*, Interdisciplinary Research Project, UFS. (Ethical Approval: UFS-HSD2022/1149/22).

Previous large-scale research projects

5. *Identity, engagement, and success among first- and continuous-generation students*. (Ethical Approval: UFS-HSD2016/0313).
6. *On becoming a therapist*. (Ethical Approval: UFS-HUM-2015-82).
7. *Living and learning in Central South Africa: On becoming individuals that can contribute to a diverse and humane South African society*. (Ethical Approval: UFS-HUM-2013-30).
8. *Access with Success: Academic facilitator sessions in the extended programme of the Faculty of the Humanities - Principal researcher: Faculty of the Humanities’ Extended learning programme research project 2008-2015*. (Ethical Approval: UFS-HUM-2013-17).
9. *Positive youth development as buffer against detrimental experience across countries*: Multinational project with Netherlands and Hong Kong (Ethical Approval: UFS-HSD2018/1152).
10. *Parental Identity* with Dr Konrad Piotrowski (University of Social Sciences and Humanities, Poland). (Ethical Approval: UFS-HSD2020/0075/2707).
11. *In the shade of social inequality: Voices from Romanian and South African youth* with Dr Oana Negru (Babes-Bolyai University, Cluj-Napoca, Romania). (Ethical Approval: UFS-HSD2020/0715/21).
12. *The Minority-Majority juxtaposition: Ethnic Identity and Intergroup Relationships* with Drs Mary Arneaud (New York University, Abu Dhabi campus) and Byron Adams (University of Amsterdam). (Ethical Approval: UFS-HSD2020/1386/1909).

RESEARCH STUDENT SUPERVISION

Master's Supervision

1. **2004:** Jansen, V. *Taalvaardigheid as moderator in die voorspelling van akademiese prestasie.* (Supervisor).
2. **2005:** Aboussalam, N. M. *The moderator effect of future time perspective in the relationship between self-efficacy and risky sexual behaviour.* (Supervisor).
3. **2006:** Van der Linde, G. *Die rol van omgewingskwaliteit en tydsperspektief op die akademiese prestasie van Graad 12 leerders.* (Supervisor).
4. **2009:** Van der Westhuyzen, A. *Die verband tussen akademiese selfkonsep en akademiese prestasie in gemengde en enkelgeslag skole.* (Supervisor).
5. **2009:** Van Rooyen, M. *The role of cognitive style in the relationship between stress and coping amongst black adolescents.* (Supervisor).
6. **2009:** Van Schalkwyk, F. *An evaluation of service-learning outcomes for community members: A case study of a Sewing Technology module.* (Co-supervisor).
7. **2009:** Pule, N. *The social construction of young women's identity and their sexual decision-making.* (Supervisor).
8. **2010:** Keeve, A. *Enkele voorspellers van akademiese sukses by driejaar- en vierjaarkurrikulum-studente.* (Supervisor).
9. **2010:** Van der Walt, L. *Die verband tussen lokus van kontrole en akademiese prestasie by swart oorbruggingstudente.* (Supervisor).
10. **2010:** Coetzee, B. *Student reflections on the attainment of competencies in a community service-learning module in Human Movement Science.* (Co-supervisor).
11. **2011:** De Klerk, I. *The perception of managed health care in therapeutic relationships.* (Supervisor).
12. **2013:** Mahomed, N. *Dimensions of masculinity as predictors of help-seeking behaviour in male students.* (Supervisor).
13. **2013:** Steyn, R. *Time perspective and academic competence among black first-year students in the Humanities.* (Supervisor).
14. **2015:** Bodenstien, L. *The experiences of postgraduate psychology students regarding the development of multicultural competence.* (Supervisor).
15. **2015:** Du Plessis, J. *Ethnic identity development in black African adolescents.* (Supervisor).
16. **2015:** Grove, L. *The relationship between ego identity status and perceived parenting style in black adolescents from different family structures.* (Supervisor).
17. **2015:** Knoesen, R. *Moving between languishing and flourishing during the first year of university life.* (Supervisor).
18. **2015:** Slabbert, C. *Experiences and perceptions of diversity in racially integrated schools.* (Supervisor).
19. **2016:** De Jager, M. *The factors affecting risk-taking behaviour among middle and late adolescents: An ecological systems perspective.* (Supervisor).
20. **2016:** Liversage, L. *Identity development of black students during the first year.* (Supervisor).
21. **2016:** Lombaard, N. *Adolescents' experiences of stereotypes during identity development.* (Supervisor).
22. **2016:** Mbatha, S. *The relationship between self-efficacy, academic motivation, and academic performance for first- and non-first-generation students.* (Supervisor).
23. **2017:** Du Toit, N. *Towards self-authorship: Postgraduate psychology students' meaning-making journeys.* (Supervisor).

24. **2017:** Jansen van Vuuren, C. *Ethnic identity development among Afrikaner adolescents living as a minority within the Middle Eastern context.* (Supervisor).
25. **2017:** Van Schalkwyk, J. *The adjustment of first and non-first-generation students during the first year of university.* (Supervisor).
26. **2018:** Basson, M. *Gender and family structure as moderators in the relationship between perceived parenting styles and identity development amongst adolescents.* (Supervisor).
27. **2018:** Bekker, C. *The dimensions of emerging adulthood in first- and continuous-generation students.* (Supervisor).
28. **2018:** Dinale, T. *Gender identities in emerging adulthood: A social constructivist perspective.* (Supervisor).
29. **2018:** Groenewald, L. *The role of academic self-concept in the relationship between Grade 12 performance and academic performance in first-year psychology students.* (Supervisor).
30. **2018:** Du Preez, Z. *First-year students' and their mentors' experiences of social integration in a peer mentor programme.* (Supervisor).
31. **2018:** Nagel, N. *Gender as moderator in the relationship between identity formation and the evaluation of romantic relationships during adolescence.* (Supervisor).
32. **2019:** Higgs, C. *Adolescents' experiences of gender identity exploration from a hegemonic masculinity perspective.* (Supervisor).
33. **2019:** Shirima, C. *The role of self-esteem in the relationship between ego identity and career aspiration in adolescents.* (Supervisor).
34. **2019:** Van der Wateren, M. *Gender as moderator in the relationship between identity formation and bully behaviour among adolescents.* (Supervisor).
35. **2019:** Meyerowitz, H. *Identity development and social media use among adolescents.* (Supervisor).
36. **2019:** Oliver, T. *The role of academic identity status in the relationship between achievement goal orientation and academic achievement amongst undergraduate students.* (Supervisor).
37. **2019:** Seakamela, M. *Students' experiences of the role of social media in their identity development.* (Supervisor).
38. **2020:** Fick, L. *Postgraduate psychology students' experiences of spiritual identity development.* (Supervisor).
39. **2021:** Mokwala, P. *Selfies as self-representation tools during the construction of narrative identities.* (Supervisor).
40. **2022:** Mahlaba, S. *The relationship between identity status and career maturity in male and female adolescents.* (Supervisor).
41. **2023:** Naudé, F. *Tattoos as an expression of the narrative identity of emerging adults.* (Supervisor).
42. **2024:** Nel, R. *Motherhood, Role Conflict, and Identity: Experiences Amid a Pandemic.* (Supervisor).
43. **2024:** Bitalo, D. *South African fathers' experiences of fatherhood and parental identity development.* (Supervisor)
44. **In process:** Mmileng, K. *Experiences of motherhood and parental identity development: A feminist epistemological inquiry.* (Supervisor)
45. **In process:** Maso, E. *Finding autonomy: A self-determination perspective on African emerging adulthood.* (Supervisor)
46. **In process:** Molumo, K. *Locked-in/ Locked-out: The experiences of African emerging adults in facing critical life events.* (Supervisor)
47. **In process:** Viti, Z. *Balancing risk and resilience: Emerging into adulthood in African contexts.* (Supervisor)
48. **In process:** Sokhaya, L. *Critical life events in the shaping of African emerging adults' worldviews: A developmental perspective.* (Supervisor)

49. **In process:** Mokitlane, G. *Finances and the self: Emerging adults' constructions amid South Africa's economic climate.* (Supervisor)
50. **In process:** Von Schauroth, C. *Family of origin and romantic relationships in emerging adulthood.* (Supervisor)
51. **In process:** Shibambo, L. *The first-year experience: A wellbeing perspective.* (Supervisor)
52. **In process:** Moffat, R. *The relationship between the dimensions of emerging adulthood and satisfaction with life in Sub-Saharan Africa.* (Supervisor)
53. **In process:** Rachidi, T. *Emerging adults' identity expressions at the intersection between gender and religion.* (Supervisor)

Doctoral Supervision

1. **2012:** Mentz, M. *Measuring and using pre-university levels of student engagement in the South African context.* (Co-supervisor).
2. **2014:** Arndt, N. *The lived experiences of black African adolescents.* (Supervisor).
3. **2015:** Fandie, K. *Students' attitudes towards counselling: A cross-cultural study.* (Supervisor).
4. **2017:** Burger, A. *The academic experiences of students in an extended curriculum.* (Supervisor).
5. **2017:** Smith, T. *The lived experiences of spiritual identity development amongst adolescents.* (Supervisor).
6. **2018:** De Beer, A. *The psychofortological experiences of differently abled first-year students.* (Supervisor).
7. **2019:** Van Damme, N. *Psychological and behavioural control in adolescent identity development: An ecological perspective.* (Supervisor).
8. **2022:** Buys, C. *Emerging adults' lived experiences of the journey of spiritual identity development.* (Supervisor).
9. **2023:** Shirima, C. *Longitudinal trajectories of identity formation and resilience development in adolescents living in disadvantaged communities.* (Supervisor).
10. **2023:** Schouwink, F. *Narrative identities of adolescent males who experienced the loss of a parent.* (Supervisor).
11. **In process:** Burger, S. *Emerging life stories during the pre-school years: Mothers' and children's co-constructions.* (Supervisor).
12. **In process:** Malgas, H. *Rites of passage: Emerging narrative identities of females in late adolescence transitioning into womanhood.* (Supervisor).
13. **In process:** Mgaya, A. *Being well: Positive youth development towards well-being among African emerging adults.* (Supervisor).
14. **In process:** Naudé, F. *Tattoo narratives: Co-constructed identities from two distinct professions.* (Supervisor).
15. **In process:** Pawson, A. *Identity development and intimate romantic relationships: Reconceptualising the identity-intimacy link during emerging adulthood.* (Supervisor).
16. **In process:** Van der Walt, L. *Individuation within the family system: Developing an autonomous sense of self during emerging adulthood.* (Supervisor).
17. **In process:** Rex, D. *Emerging into African adulthood: Birth order and gender as moderators of the relationship between educational identity and the dimensions of emerging adulthood.* (Supervisor)
18. **In process:** Nel, R. *Parental, career, and relational identity: Their relationship with satisfaction with life in a South African and Polish context.* (Supervisor)

RESEARCH CONFERENCE PRESENTATIONS

National conferences

1. Naudé, L. (2004, November). *Playing the power game: An international service-learning web-based course: Exploring relationships of power and diversity*. The Anthropology Conference, Bloemfontein, South Africa.
2. Naudé, L., & Reinhart, C. (2005, March). *Using E-service to explore power and diversity: An international venture*. The Community Service-Learning Conference, University of Johannesburg, South Africa.
3. * Naudé, L. (2006, September). *Teaching and learning (Invited speaker)*. Conference on Community Engagement in Higher Education, Cape Town, South Africa.
4. Naudé, L. (2007, November). *Preparing students for life: The role of service-learning and critical reflection*. The Higher Education Learning and Teaching Association of South Africa Annual Conference, Bloemfontein, South Africa.
5. Naudé, L. (2008, September). *Developing civic minded individuals: Using reflection and service-learning*. The 2nd African Conference on Curriculum Development, Pretoria, South Africa.
6. Naudé, L., Bezuidenhout, H., & Sharp, A. (2009, June). *Access with success: Challenges faced in an extended curriculum at the University of the Free State*. The Annual Conference of the South African Association of Health Educationalists, Cape Town, South Africa.
7. Naudé, L. (2009, August). *Service-learning and student development: The role of critical reflection*. The Colloquium on Creating Sustainable Empowering Learning Environments through Scholarship of Engagement. North-West University, Potchefstroom, South Africa.
8. Naudé, L. (2011, November). *Complementary teaching and learning roles in an extended programme in the Humanities*. The Higher Education Learning and Teaching Association of South Africa Annual Conference. Nelson Mandela Metropolitan University, Port Elizabeth, South Africa.
9. Naudé, L. (2011, November). *On (un)common ground: Transforming from dissonance to connection in a service-learning class*. The Conference on Community Engagement: The Changing Role of South African Universities in Development, East London, South Africa.
10. Naudé, L. (2012, September). *Students' transformational journeys regarding self and society*. The 33rd Annual South African Association for Counselling and Development in Higher Education Conference, Bloemfontein, South Africa.
11. Naudé, L. (2012, October). *Students' transformational journeys regarding self and society*. The 14th South Africa Association of Senior Student Affairs Professionals Conference, Bloemfontein, South Africa.
12. Bezuidenhout, H., & Naudé, L. (2012, November). *Academic facilitation: A solution for access without success in higher education?* The Higher Education Learning and Teaching Association of South Africa Annual Conference, Stellenbosch, South Africa.
13. Naudé, L. (2012, November). *Teaching socially responsive psychology: Student transformation in a service-learning class*. The Higher Education Learning and Teaching Association of South Africa Annual Conference, Stellenbosch, South Africa.
14. Naudé, L. (2014, November). *Five years later... An action research approach to academic facilitation in the Faculty of the Humanities*. The Higher Education Learning and Teaching Association of South Africa Annual Conference, Bloemfontein, South Africa.
15. Dinale, T., & Naudé, L. (2015, September). *Gender identities of emerging adults in an interpersonal context*. The 21st South African Psychology Congress, Johannesburg, South Africa.

16. Du Toit, N., & Naudé, L. (2015, September). *Self-authorship development: The meaning-making journeys of postgraduate psychology students*. The 21st South African Psychology Congress, Johannesburg, South Africa.
17. Jansen Van Vuuren, C., & Naudé, L. (2015, September). *Ethnic identity development amongst minority adolescent populations: A review of the research*. The 21st South African Psychology Congress, Johannesburg, South Africa.
18. Mahlaba, S., & Naudé, L. (2015, September). *The relationship between ego identity statuses and career maturity in male and female adolescents*. The 21st South African Psychology Congress, Johannesburg, South Africa.
19. Arndt, A., & Naudé, L. (2016, September). *Responsibility in the face of adversity: Adolescents' sense of self in reciprocal relationships*. The 22nd South African Psychology Congress, Johannesburg, South Africa.
20. De Jager, M., & Naudé, L. (2016, September). *The factors affecting risk-taking behaviour among middle and late adolescents: An ecological systems perspective*. The 22nd South African Psychology Congress, Johannesburg, South Africa.
21. Fandie, K., & Naudé, L. (2016, September). *'Being flawed or being courageous': Students' attitudes towards counselling*. The 22nd South African Psychology Congress, Johannesburg, South Africa.
22. Lombaard, N., & Naudé, L. (2016, September). *Adolescents' experiences of stereotypes during identity development*. The 22nd South African Psychology Congress, Johannesburg, South Africa.
23. Slabbert, C., & Naudé, L. (2016, September). *Living in two worlds: Experiences of diversity in racially integrated schools*. The 22nd South African Psychology Congress, Johannesburg, South Africa.
24. Slabbert, C., & Naudé, L. (2016, September). *School as a 'stage' of life: Approaches to diversity among teachers in racially integrated schools*. The 22nd South African Psychology Congress, Johannesburg, South Africa.
25. Naudé, L., & Thalmayer, A. (2023, October). *Introducing the Africa Long Life Study: Conceptual/theoretical and methodological considerations*. Symposium: *The Africa Long Life Study: An African-centered exploration of the mental health and wellbeing of emerging adults*. The 27th Annual South African Psychology Congress. Johannesburg, South Africa.
26. Laher, S., Adonis, T., Botha, C., Florence, M., Hassem, T., & Naudé, L. (2023, October). *Reflections from the ALLS-SA study*. Symposium: *The Africa Long Life Study: An African-centered exploration of the mental health and wellbeing of emerging adults*. The 27th Annual South African Psychology Congress. Johannesburg, South Africa.
27. Naudé, L. (2023, October). *Selves within selves on a university campus: An interdisciplinary perspective on flourishing and social responsibility in a transitional society*. The 27th Annual South African Psychology Congress. Johannesburg, South Africa.
28. Bitalo, D., Piotrowski, K., & Naudé, L. (2024, October, accepted). *Parental identity: Fatherhood as the birthplace of self-reflection, self-actualisation and healing*. PsySSA's 30th Anniversary Annual South African Psychology Congress. Johannesburg, South Africa.
29. Nel, R., Piotrowski, K., & Naudé, L. (2024, October, accepted). *Motherhood, work, and life all wrapped up in a pandemic: Why would there be conflict?* PsySSA's 30th Anniversary Annual South African Psychology Congress. Johannesburg, South Africa.
30. Thalmayer A. G., Naudé, L., Laher, S., Hassem, T., Asatsa, S., Shino, E., Florence, M., Adonis, T. A., Uugwanga, S., Hofmann, D., Murangi, A., Makunda, J., Shirima C. M., & Botha, C. (2024, October, accepted). Symposium: *The Africa Long Life Study: Lifespan research in Kenya, Namibia and South Africa*. PsySSA's 30th Anniversary Annual South African Psychology Congress. Johannesburg, South Africa.
31. Uugwanga, S., & Naudé, L. (2024, October, accepted). *Markers of adulthood in Sub-Saharan Africa: Contextualized findings*. Symposium: *The Africa Long Life Study: Lifespan research in Kenya, Namibia and South Africa*. PsySSA's 30th Anniversary Annual South African Psychology Congress.

Johannesburg, South Africa.

32. Naudé, L., & Esau, M. (2024, October, accepted). *The quest for a soft life and the transition into adulthood: Views from South African emerging adult students*. PsySSA's 30th Anniversary Annual South African Psychology Congress. Johannesburg, South Africa.
33. Shirima C. M., Maso, E., Molumo, K., Sokhaya, L., Viti, Z., Thalmayer, A. G., & Naudé, L. (2024, October, accepted). *Instability, possibility, and responsibility: Experiences of emerging adults in Kenya, Namibia and South Africa* PsySSA's 30th Anniversary Annual South African Psychology Congress. Johannesburg, South Africa.
34. Shirima, C. M., Naudé, L., & Thalmayer, A. G. (2024, October, accepted). *Youth in action: Empowering and building resilient youths*. PsySSA's 30th Anniversary Annual South African Psychology Congress. Johannesburg, South Africa.

* Member of the organising committee of the conference.

International conferences

1. Naudé, L. (2002, October). *Building in communities by learning in communities: An experience in service-learning*. The Adult Higher Education Alliance Conference, Pittsburgh, PA.
2. Naudé, L. (2003, September). *A service-learning experience in the South African context – extending the boundaries of learning beyond the classroom*. The Action Learning, Action Research & Process Management 6th & Participatory Action Research 10th World Congress, Pretoria, South Africa.
3. Naudé, L. (2003, October). *Opening our minds to diversity – A service-learning experience in South Africa*. The Adult Higher Education Alliance Conference, Asheville, NC.
4. Reinhart, C., & Naudé, L. (2004, October). *Playing the power game: An international service-learning web-based course exploring relationships of power and diversity*. The Adult Higher Education Alliance Conference, Long Beach, CA.
5. Naudé, L., & Reinhart, C. (2005, November). *The power of engagement: An international model in online service-learning*. The Association of American Colleges & Universities' Network for Academic Renewal Conference, Providence, RI.
6. Lazarus, J., Daniels, P., Naudé, L., & Sattar, K. (2006, October). *Community engagement and service-learning in South African higher education*. The 6th Annual Conference of the International Association for Research on Service-Learning and Community Engagement, Portland, OR.
7. Lazarus, J., Stanton, T., Stacey, K., Naudé, L., & Daniels, P. (2006, October). *Service-learning capacity building programme in South Africa*, The 6th Annual Conference of the International Association for Research on Service-Learning and Community Engagement, Portland, OR.
8. Naudé, L. (2008, October). *Preparing students for life: the role of service-learning and critical reflection*. The 8th Annual Conference of the International Association for Research on Service-Learning and Community Engagement, New Orleans, LA.
9. Naudé, L. (2009, November). *Using reflection to open our minds to diversity*. The 3rd International Symposium for Service-Learning in Higher Education, Athens, Greece.
10. Naudé, L. (2010, October). *"The change we want" Cross-cultural experiences in South Africa: Service-learning as transformative opportunity*. The 10th Annual Conference of the International Association for Research on Service-Learning and Community Engagement, Indianapolis, IN.
11. Naudé, L. (2012, July). *Student or teacher? Complementary teaching and learning roles in an extended programme in the Humanities*. The 30th International Congress of Psychology, Cape Town, South Africa.
12. Naudé, L. (2012, July). *Cultural crisscrossing: Intergroup psychology among students involved in community-engaged learning*. The 30th International Congress of Psychology, Cape Town, South Africa.

13. Naudé, L. (2013, July). *Teaching socially responsive psychology*. The 13th European Congress of Psychology, Stockholm, Sweden.
14. Naudé, L. (2013, November). *Developing intercultural maturity and civic-mindedness in central South Africa*. The 5th International Symposium Service-Learning, Stellenbosch, South Africa.
15. Naudé, L. (2014, October). *Learning in South Africa, living in the world: Community-engaged learning towards responsive citizenship*. The Association of American Colleges & Universities' Network for Academic Renewal Conference, Minneapolis, Minnesota.
16. Bodenstein, L., & Naudé, L. (2015, October). *The experiences of postgraduate Psychology students regarding the development of multicultural competence*. The 7th Conference on Emerging Adulthood, Miami, Florida.
17. Naudé, L. (2015, October). *Becoming interculturally competent emerging adults: Voices from central South Africa*. The 7th Conference on Emerging Adulthood, Miami, Florida.
18. Grove, L., & Naudé, L. (2015, October). *The relationship between ego identity status and perceived parenting style in black adolescents and emerging adults from different family structures*. The 7th Conference on Emerging Adulthood, Miami, Florida.
19. Arndt, N., & Naudé, L. (2015, October). *Lived experiences related to the identity of black African adolescents and emerging adults*. The 7th Conference on Emerging Adulthood, Miami, Florida.
20. Du Plessis, J., & Naudé, L. (2015, October). *Ethnic identity development in black African adolescents and emerging adults*. The 7th Conference on Emerging Adulthood, Miami, Florida.
21. Naudé, L. (2016, November). *To meet each other in caring: Preparing students to become socially responsive and caring Individuals*. The Combined Conference International Consortium for Education Development and Higher Education Learning and Teaching Association of South Africa, Cape Town, South Africa.
22. Smith, T., & Naudé, L. (2017, May). *Me, myself and my spirituality: Adolescents' lived experiences regarding spiritual identity development*. The 24th Annual Conference of the International Society for Research on Identity, Groningen, The Netherlands.
23. Jansen van Vuuren, C., & Naudé, L. (2017, May). *Being South African while living in Qatar: Adolescents' reflections on ethnic identity development*. The 24th Annual Conference of the International Society for Research on Identity, Groningen, The Netherlands.
24. Du Toit, N., & Naudé, L. (2017, May). *Who am I? Psychology students' journeys towards self-authorship*. The 24th Annual Conference of the International Society for Research on Identity, Groningen, The Netherlands.
25. Bekker, C., & Naudé, L. (2017, November). *Identity formation in first- and continuous-generation emerging adult students in South Africa*. The 8th Conference on Emerging Adulthood, Washington, DC.
26. Fick, L., & Naudé, L. (2017, November). *Spiritual identity development of emerging adults in South Africa: Experiences of postgraduate psychology students*. The 8th Conference on Emerging Adulthood, Washington, DC.
27. Naudé, L. (2017, November). *"Being born free": The third decade of life for a country and its emerging adults*. The 8th Conference on Emerging Adulthood, Washington, DC.
28. Adams, B., & Naudé, L. (2017, November). *Identity, inclusion, and psychosocial functioning of emerging adults*. The 8th Conference on Emerging Adulthood, Washington, DC.
29. Naudé, L. (2018, May). *Views of the future: Perspectives from the "born free" generation of South African emerging adults (Invited Symposium: Time as a key factor for studying identity in emerging adulthood)*. Society for the Study of Emerging Adulthood, Thematic Conference: Self and Identity in Emerging Adulthood, Cluj-Napoca, România.
30. Naudé, L. (2018, May). *Being Me: Content and context in South African adolescents' identity development*. Society for the Study of Emerging Adulthood, Thematic Conference: Self and Identity in Emerging Adulthood, Cluj-Napoca, România.
31. Naudé, L. (2019, May). *Standing on the shoulders of giants: Role-models as identity agents during*

- adolescent development*. Conference of the International Society for Identity Research, Naples, Italy.
32. Naudé, L. (2019, May). *The Stories We Tell: Social media as intersection between self and society*. Conference of the International Society for Identity Research, Naples, Italy.
 33. Krause, J. & Naudé, L. (2019, October). *Be your #selfie: Emerging adults' identity expression through selfies*. The 9th Conference of the Society for the Study of Emerging Adulthood, Toronto, Canada.
 34. Naudé, F. & Naudé, L. (2019, October). *INKredible memories: Tattoos as an expression of the narrative identity of emerging adults*. The 9th Conference of the Society for the Study of Emerging Adulthood, Toronto, Canada.
 35. Naudé, L. (2019, October). *To Be or Not to Be an Adult?: Markers of Adulthood among South African Emerging Adults*. The 9th Conference of the Society for the Study of Emerging Adulthood, Toronto, Canada.
 36. Naudé, L. (2021, June). *"The Minority-Majority Juxtaposition": Negotiating Multi-ethnic Identities in the Diverse South African Context. (Invited Symposium: Beyond Single and Mono-ethnic Ethnic Identity: Researching Variable and Multiple Ethnic Identities.)*. Virtual Conference of the International Society for Identity Research.
 37. *Naudé, L., & Piotrowski, K. (2021, November). *On becoming an emerging adult parent in South Africa: Processes of commitment exploration, and reconsideration of a parental identity*. The 10th Conference of the Society for the Study of Emerging Adulthood, Virtual Conference.
 38. Piotrowski, K., Cohen-Malayev, M., Hihara, S., Janowicz, K., Naudé, L., Saiga, S., Schachter, E., & Sugimura, K. (2023, June). *Parental identity processes across cultures: Cross-cultural measurement invariance of the Utrecht-Management of Identity Commitments Scale-Parental Identity*. The 29th Annual Conference of the International Society for Research on Identity. Boston, Massachusetts, USA.
 39. Morgan, E., Cohen-Malayev, M., Hihara, S., Janowicz, K., Piotrowski, K., Naudé, L., Saiga, S., Schachter, E., & Sugimura, K. (2023, June). *Parental identity processes across cultures: Exploring personality, well-being, and work identity*. The 29th Annual Conference of the International Society for Research on Identity. Boston, Massachusetts, USA.
 40. Naudé, L., Breshears, D., Du Plooy, S., Esau, M., Marais, K., Mushonga, M., & Van den Berg, J. (2023, June). *Selves within selves on a university campus: An interdisciplinary perspective on the flourishing of emerging adults in a transitional society*. The 11th Conference of the Society for the Study of Emerging Adulthood, San Diego, California.
 41. Naudé, L. (2023, June). *Balancing freedom and responsibility: Reflections on adulthood from the South African "Born Free" emerging adult generation*. Symposium: Emerging adulthood in sub-Saharan Africa: An insight into Namibia, Kenya, and South Africa (Discussant: Jeffrey Arnett). 11th Conference of the Society for the Study of Emerging Adulthood, San Diego, California.
 42. *Bitalo, D. W., Naudé, L. & Piotrowski, K. (2024, June). *'No manhood without fatherhood; It's my legacy': South African fathers' experiences of fatherhood and parental identity development*. The International Society for Research on Identity, 30th Anniversary Conference "Research on Identity: Legacy and Future", Tilburg, The Netherlands.
 43. *Naudé, L. & Adams, B. G. (2024, June). *Working towards a work identity: The emergence of professional identity among young scholars in South Africa*. The International Society for Research on Identity, 30th Anniversary Conference "Research on Identity: Legacy and Future", Tilburg, The Netherlands.
 44. *Nel, R., Naudé, L., & Piotrowski, K. (2024, June). *"Days were never long enough, yet they were never-ending ...": South African mothers' experiences of motherhood, role conflict, and identity amid a pandemic*. The International Society for Research on Identity, 30th Anniversary Conference "Research on Identity: Legacy and Future", Tilburg, The Netherlands.

* Member of the organising committee of the conference.

SEMINARS AND GUEST LECTURES (ON INVITATION)

1. Naudé, L. (2002-2013). Various workshops regarding the implementation of service-learning. Different faculties and staff members at the UFS.
2. Naudé, L. (2002-2006). Various workshops regarding the implementation of a service-learning module. Central University of Technology. (Acted as consultant).
3. Naudé, L. (2004, July). *Extending the boundaries of learning beyond the classroom*. Presented at the JET/CHESP – Service-learning capacity building workshop, Durban.
4. Naudé, L. (2005, February). *Guidelines for Good practice in community engagement*. Presented at HEQC/JET review meeting, Johannesburg.
5. Naudé, L. (2005, March). *Operationalising Service-Learning*. Service-learning capacity building workshop at Stellenbosch University.
6. Bringle, R.G. & Naudé, L. (2005, March). *Service-learning as pedagogy*. Presented at the JET/CHESP – Service-learning capacity building workshop, Cape Town.
7. Naudé, L. (2006, June). JET/CHESP – Service-learning workshop, Cape Town.
8. Naudé, L. (2007, March). *An integrated curriculum model for service-learning*. Service-Learning Capacity Building Programme at Mangosuthu Technikon, Durban.
9. Erasmus, M., & Naudé, L. (2008-2015). Accredited short course: *Short programme in Service-learning Capacity Building (accredited)*. Presented to staff members at various institutions (UJ, UKZN, Monash, NWU, etc)
10. Erasmus, M., & Naudé, L. (2008-2015). Service-learning module (Master's programme in Higher Education)
11. Naudé, L., & Krige, D. (2011, November). *AFS@UFS*. Presented at the Annual Regional Extended Degrees Workshop: The purpose, practice, and promise of extended degree programmes. Rhodes University, Grahamstown, South Africa.
12. Naudé, L. (2012-). Various postgraduate research workshops and writing retreats at the Department of Psychology.
13. Webinar presentation for the Center for Research on Personality Development, SWPS University, Poznań, Poland: *Introduction to qualitative research* (April 2021).
14. Webinar presentation at Faculty of the Humanities' Research Webinar Series 2021: *The role of the supervisor in student research* (July 2021).
15. Webinar presentation at Faculty of the Humanities' Research Webinar Series 2022: *The hallmarks of good supervision* (April 2022).
16. Co-presenter of Forschungs Kolloquium / Research Study Group: *Mental Health and Emerging Adulthood in Africa* with Prof. Amber Gayle Thalmayer, University of Zürich (2022-).

RESEARCH PUBLICATIONS IN ACCREDITED JOURNALS

1. Naudé, L. (1999). The role of Type A behaviour in coronary heart disease. *Geneeskunde*, 41(1), 12–23.
2. Van der Linde, G. J., Naudé, L., & Esterhuyse, K. G. F. (2010). Exploring the role of environmental quality and time perspective in the academic performance of Grade 12 learners. *Southern African Journal of Environmental Education*, 27, 102–113.
3. Naudé, L. (2011). Your culture or mine? Changes in cultural sensitivity in a service-learning class. *Journal of Psychology in Africa*, 21(3), 487–492.
4. Naudé, L. (2011). Connecting the I to the We: Using interactive reflection during service-learning. *Journal for New Generation Sciences*, 9(2), 72–86.

5. Naudé, L., Jansen, V., Greyling, W., & Esterhuysen, K. (2011). Taalvaardigheid as moderator in die voorspelling van akademiese prestasie. *Tydskrif vir Taalonderrig*, 45(1), 116–130.
6. Coetzee, B., Bloemhoff, H. J., & Naudé, L. (2011). Students' reflections on the attainment of competencies in a community service-learning module in human movement science. *African Journal for Physical, Health Education, Recreation and Dance*, 17(3), 547–563.
7. Naudé, L. (2012). At the cultural crossroads: Intergroup psychology among students in a service-learning programme. *Current Psychology*, 31, 221–245.
8. Naudé, L., & Reinhart, C. J. (2012). The power of engagement in a world without walls: A new pedagogical model in online service-learning. *Journal of Social Sciences*, 32(3), 285–293.
9. Keeve, A., Naudé, L., & Esterhuysen, K. (2012). Enkele voorspellers van die akademiese prestasie van eerstejaarstudente in drie- en vierjaarkurrikulums. *Acta Academica*, 44(1), 122–158.
10. Naudé, L., & Bezuidenhout, M. J. (2013). AFS@UFS: Academic facilitation in extended curricula in the Faculty of the Humanities. *South African Journal of Higher Education*, 27(3), 696–712.
11. Naudé, L., Van den Bergh, T. J., & Kruger, I. S. (2014). "Learning to like learning": An appreciative inquiry into emotions in education. *Social Psychology of Education*, 17, 211–228. <https://dx.doi.org/10.1007/s11218-014-9247-9>
12. Van Lill, R., & Naudé, L. (2014). Time perspective amongst a group of black African first-year students: Correlates with academic competence. *Journal of Psychology in Africa*, 24(2), 167–172. <https://dx.doi.org/10.1080/14330237.2014.903079>
13. Van Rooyen, M., Naudé, L., Nel, L., & Esterhuysen, K. (2014). The role of cognitive style in the stress and coping of black South African adolescents. *Journal of Mental Health*, 23(6), 340–346. <https://dx.doi.org/10.3109/09638237.2014.971146>
14. Naudé, L., & Bezuidenhout, M. J. (2015). Moving on the continuum between teaching and learning: Communities of practice in a student support programme. *Teaching in Higher Education*, 20(2), 221–230. <https://dx.doi.org/10.1080/13562517.2014.978752>
15. Naudé, L. (2015). On (un)common ground: Transforming from dissonance to commitment in a service learning class. *Journal of College Student Development*, 56(1), 84–102.
16. Abousellam, N., Naudé, L., Lens, W., & Esterhuysen, K. (2016). The relationship between future time perspective, self-efficacy and risky sexual behaviour in the black youth of central South Africa. *Journal of Mental Health*, 25(2), 176–183. <https://dx.doi.org/10.3109/09638237.2015.1078884>
17. Naudé, L., Nel, L., Van der Watt, R., & Tadi, F. (2016). If it's going to be, it's up to me: First-year Psychology students' experiences regarding academic success. *Teaching in Higher Education*, 21(1), 37–48. <https://dx.doi.org/10.1080/13562517.2015.1110788>
18. Grové, L. C., & Naudé, L. (2016). The relationship between identity status and perceived parenting style in adolescents living in central South Africa. *Journal of Psychology in Africa*, 26(2), 189–193. <https://dx.doi.org/10.1080/14330237.2016.1172811>
19. Arndt, N., & Naudé, L. (2016). Contrast and contradiction: Being a black adolescent in contemporary South Africa. *Journal of Psychology in Africa*, 26(3), 267–275. <https://dx.doi.org/10.1080/14330237.2016.1185913>
20. Bodenstein, L., & Naudé, L. (2017). The experiences of postgraduate psychology students regarding the development of multicultural competence. *South African Journal of Higher Education*, 31(3), 24–45.
21. Dimitrova, R., Musso, P., Naudé, L., Zahaj, S., Solcova, I. P., Stefenel, D., Blaga, L., Uka, F., Jordanov, V., Jordanov, E., & Tavel, P. (2017). National collective identity in transitional societies: Salience and relations to life satisfaction for youth in South Africa, Albania, Bulgaria, the Czech Republic, Kosovo and Romania. *Journal of Psychology in Africa*, 27(2), 150–158. <https://dx.doi.org/10.1080/14330237.2017.1301722>
22. Du Plessis, J., & Naudé, L. (2017). "Carrying the culture": Ethnic identity development in black African adolescents. *Journal of Psychology in Africa*, 27(2), 159–164. <https://dx.doi.org/10.1080/14330237.2017.1303106>

23. Lombaard, N., & Naudé, L. (2017). "Breaking the cycle": Black adolescents' experiences of being stereotyped during identity development. *Journal of Psychology in Africa*, 27(2), 185–190. <https://dx.doi.org/10.1080/14330237.2017.1303125>
24. Nel, J. A., Adams, B. G., van de Vijver, F. J. R., Laher, S., Louw, J., Makhale, L. M., Naudé, L., & Tadi, F. (2017). Personality and well-being in Black and White South African emerging adults. *Current Issues in Personality Psychology*, 5(1), 11–20.
25. Bergh, L., Jordaan, J., Lombard, E., Naudé, L., & Van Zyl, J. (2017). Social media, permanence, and tattooed students: A case for personal personal branding. *Critical Arts*, 31(4), 1–17. <https://dx.doi.org/10.1080/02560046.2017.1345972>
26. Adams, B. G., Naudé, L., Nel, J. A., Van de Vijver, F. J. R., Laher, S., Louw, J., & Tadi, F. (2018). When there are only minorities: Identity and intergroup orientation of emerging adults in four South African ethnocultural groups. *Emerging Adulthood*, 6(1), 7–16. <https://dx.doi.org/10.1177/2167696817752755>
27. Knoesen, R., & Naudé, L. (2018). Experiences of flourishing and languishing during the first year at university. *Journal of Mental Health*, 27(3), 269–278. <https://dx.doi.org/10.1080/09638237.2017.1370635>
28. De Jager, M., & Naudé, L. (2018). Antecedents of risk-taking behaviour among South African adolescents. *Journal of Psychology in Africa*, 28 28(5), 382–388. <https://doi.org/10.1080/14330237.2018.1523336>
29. Liversage, L., Naudé, L., & Botha, A. (2018). Vectors of identity development during the first year: Black first-generation students' reflections. *Teaching in Higher Education*, 23(1), 63–83. <https://dx.doi.org/10.1080/13562517.2017.1359159>
30. Naudé, L., & Botha, A. (2018). It's a virtual child!: Postgraduate students' experiences in a developmental psychology class. *Perspectives in Education*, 35(1), 54–65. <https://dx.doi.org/10.18820/2519593X/pie.v35i1.5>
31. Slabbert, C., & Naudé, L. (2018). Living in two worlds: Experiences and perceptions of diversity among learners in racially integrated schools. *Journal of Intercultural Studies*, 39(3), 359–375. <https://dx.doi.org/10.1080/07256868.2018.1462775>
32. Fandie, K., & Naudé, L. (2019). 'Being flawed or being courageous': Students' attitudes towards counselling. *Current Psychology*, 38, 647–658. <https://dx.doi.org/10.1007/s12144-017-9645-1>
33. Naudé, L., Jordaan, J., & Bergh, L. (2019). "My body is my journal, and my tattoos are my story": South African Psychology students' reflections on tattoo practices. *Current Psychology*, 38, 177–186. <https://dx.doi.org/10.1007/s12144-017-9603-y>
34. Burger, A., & Naudé, L. (2019). Success in higher education: Differences between first- and continuous-generation students. *Social Psychology of Education*, 22(5), 1059–1083. <https://dx.doi.org/10.1007/s11218-019-09513-6>
35. Burger, A., & Naudé, L. (2019). Predictors of academic success for South African students in the entry and integration stages of their academic careers. *Social Psychology of Education*, 22(3), 743–755. <https://dx.doi.org/10.1007/s11218-019-09497-3>
36. Burger, A., & Naudé, L. (2020). In their own words - Students' perceptions and experiences of academic success in higher education. *Educational Studies*, 46(5), 624–639. <https://dx.doi.org/10.1080/03055698.2019.1626699>
37. Arndt, N., & Naudé, L. (2020). Responsibility in the face of adversity: Adolescents' sense of self in reciprocal relationships. *Youth and Society*, 52(2), 288–307. <https://dx.doi.org/10.1177/0044118X17743992>
38. Du Toit, N., & Naudé, L. (2020). Toward self-authorship: Postgraduate psychology students' meaning-making journeys. *Journal of College Student Development*, 61(1), 84–102. <https://dx.doi.org/10.1353/csd.2020.0005>

39. Capitano, T., & Naudé, L. (2020). Context as co-creator in spiritual life stories: The contextual nature of South African adolescents' spiritual identity development. *International Journal of Children's Spirituality*, 25(1), 9–29. <https://doi.org/10.1080/1364436X.2020.1769567>
40. Naudé, L., & Capitano, T. (2021). "I have grown with it": Developmental trajectories in the spiritual identity development of a group of South African adolescents. *Youth & Society*, 53(8), 1356–1375. <https://dx.doi.org/10.1177/0044118X20947428>
41. Shirima, C., Naudé, L., & Esterhuysen, K. (2021). The role of self-esteem in the relationship between ego-identity and career-aspiration. *International Journal for Educational and Vocational Guidance*, 21, 607–630. <https://doi.org/10.1007/s10775-020-09456-x>
42. Groenewald, L., Naudé, L., & Esterhuysen, K. (2021). Grade 12 performance and academic performance in first-year psychology students: Influences of generational status and academic self-concept. *Journal of Psychology in Africa*, 31(4), 319–325. <https://doi.org/10.1080/14330237.2021.1952703>
43. Naudé, L. (2022). Being me: Content and context in South African adolescents' identity development. *Current Psychology*, 41, 2184–2193. <https://doi.org/10.1007/s12144-020-00737-w>
44. Naudé, L. (2022). "Protecting my Positivity": Emerging adults as social media actors, authors, and agents. *Emerging Adulthood*, 10(6), 1332–1344. <https://doi.org/10.1177/21676968221121379>
45. Slabbert, C., & Naudé, L. (2022). School as a 'stage' of life: Approaches to diversity among teachers in racially integrated schools. *Educational Studies*, 48(1), 20–32. <https://doi.org/10.1080/03055698.2020.1740878>
46. Van Damme, E. C., & Naudé, L. (2022). Behavioural and psychological control during adolescence: An ecological systems perspective. *Journal of Psychology in Africa*, 32(6), 584–591. <https://doi.org/10.1080/14330237.2022.2121466>
47. Naudé, L., & Fick, L. (2022). It's a journey... Postgraduate psychology students' experiences of spiritual identity development. *Indo-Pacific Journal of Phenomenology*, 22(1), e2064719. <https://doi.org/10.1080/20797222.2022.2064719>
48. Naudé, L., & Piotrowski, K. (2023). On becoming an emerging adult parent in South Africa: Processes of commitment exploration, and reconsideration of a parental identity. *Emerging Adulthood*, 11(3), 597–610. <https://doi.org/10.1177/21676968221091365>
49. Piotrowski, K., Cohen-Malayev, M., Hihara, S., Janowicz, K., Morgan, E., Naudé, L., Saiga, S., Schachter, E., & Sugimura, K. (2023). Parental identity processes across cultures: Commitment, in-depth exploration and reconsideration of commitment among parents from the United States, Israel, Poland, South Africa and Japan. *Identity*, 23(3), 193–207. <https://doi.org/10.1080/15283488.2023.2209581>
50. Nel, L., De Beer, A., & Naudé, L. (2023). Challenges as motivation for growth for first-year students living with disability. *International Journal of Disability, Development, and Education*, 70(7), 1438–1457. <https://doi.org/10.1080/1034912X.2022.2060945>
51. De Beer, A., Naudé, L., & Nel, L. (2023). From disabled to differently abled: A psychofortological perspective on first-year students living with disability. *Indo-Pacific Journal of Phenomenology*, 23(1). <https://doi.org/10.1080/20797222.2023.2222938>
52. Greyling, C., & Naudé, L. (2023). The Fitspiration-effect: Fitness identity of emerging adult females on social media. *South African Journal for Research in Sport, Physical Education and Recreation*, 45(2), 28–45. <https://doi.org/10.36386/sajrsper.v45i2.96>
53. Piotrowski, K., Naudé, L., Sanna, K., Szramka-Pawlak, B., Kwarcínska, K., & Dzielińska, M. (2023). Perceptions of parenting among parents who regret having a child and their associations with childhood trauma, mental health, and personality traits: A mixed-methods study. *Journal of Family Studies*, 30(3), 461–484. <https://doi.org/10.1080/13229400.2023.2241520>
54. Naudé, F., & Naudé, L. (2024). (Tat)Who am I? Tattoos as an expression of narrative identity. *Identity*, 24(2), 79–94. <https://doi.org/10.1080/15283488.2024.2310845>

55. Naudé, L., & Van Damme, E. C. (2024). Reconciling control and establishing identity: Identity development in a group of South African adolescents. *Current Psychology*, *43*, 3210–3219. <https://doi.org/10.1007/s12144-023-04540-1>
56. Naudé, L., Nel, L., & De Beer, A. (2024). Towards interdependence: reciprocal relationships between students living with disability and their significant others. *Disability and Society*, *39*(2), 319–339. <https://doi.org/10.1080/09687599.2022.2071224>
57. Nel, R., Naudé, L., & Piotrowski, K. (2024). Motherhood, role conflict, and identity: Experiences amid a pandemic. *Journal of Family Studies*, *30*(4), 656–680. <https://doi.org/10.1080/13229400.2024.2308197>
58. Naudé, L. (2024). “Connecting the I to the we to the world”: Social media as dialogue between self and society. *Social Identities*, *29*(6), 608–625. <https://doi.org/10.1080/13504630.2024.2325074>
59. Marais, J., & Naudé, L. (2024). Identity in university students: The semiotic work of making sense of yourself. *Culture & Psychology*. <https://doi.org/10.1177/1354067X241242413>
60. Shirima, C. M., & Naudé, L. (2024). Thriving against all odds: Identity resilience experiences of South African adolescents living in under-resourced contexts. *Child & Youth Services*, <https://doi.org/10.1080/0145935X.2024.2376638>
61. Shirima, C. M., Naudé, L., & Esterhuysen, K. (2024). Longitudinal trajectories of identity formation and resilience development in adolescents living in under-resourced communities. *Child & Youth Services*. <https://doi.org/10.1080/0145935X.2024.2378439>
62. Naudé, L., & Esau, M. (2024). The quest for a “soft life” and the transition into adulthood: Views from South African emerging adult students. *Emerging Adulthood*. <https://doi.org/10.1177/21676968241273135>
63. Thalmayer, A. G., Asatsa, S., Shino, E. N., Naudé, L., Laher, S., Hassem, T., Florence, M., Adonis, T. A., Uugwanga, S. N., Rotzinger, J. S., Hofmann, D., Makunda, J., Botha, C., Murangi, A., & Shirima, C. M. (2024). Lifespan research in Kenya, Namibia, and South Africa: Cohort profile of the Africa Long Life study. *Personality Science*. <https://doi.org/10.1177/27000710241264492>
64. Thalmayer, A. G., Condon, D. M., Mather, K. A., Naudé, L., Florence, M., Adonis, T., Shino, E. N., Asatsa, S., Witzlack-Makarevich, A., Bächlin, L. Z. M., & Saucier, G. (2024, Accepted). The Cross-Cultural Big Two: A culturally de-centered theoretical and measurement model for personality traits. *Journal of Personality and Social Psychology: Personality Processes and Individual Differences*
65. Naudé, L., & Breshears, D. (2024, Accepted). It has given us a title: Identity-transitions in first-generation students at a South African university. *Journal of Education*.
66. Bitalo, D. W., Piotrowski, K., & Naudé, L. (2024). Fatherhood, manhood, and personhood: South African fathers’ experiences of parental identity development. *Journal of Family Studies*. <https://dx.doi.org/10.1080/13229400.2024.2398579>
67. Breed, C., Naudé, F., & Naudé, L. (Submitted, Under review). Striving for perfect balance: Narrative identity expression of female emerging adults on social media.
68. Breshears, D., du Plessis, R., & Naudé, L. (Submitted, Under review). Identity-affirming education: Exploring diversity and humanising in higher education institutions in South Africa.
69. Hofmann, D., Laher, S., Hassem, T., Asatsa, S., Florence, M., Adonis, T., Shino, E., Naudé, L., Hopwood, C., & Thalmayer, A. (Submitted, Under review). The assessment and structure of psychopathology among young adults in Kenya, Namibia, and South Africa. *Journal of Psychopathology and Clinical Science*.
70. Ratchford, J. L., Thalmayer, A. G., Asatsa, S., Naudé, L., Laher, S., Shino, E. N., Adonis, T. A., & Jayawickreme, E. (Submitted, Under review). Examining the nomological network of honesty and truthful communication in Kenya, Namibia, and South Africa.
71. Uugwanga, S. N., Naudé, L., & Thalmayer, A. (Submitted, Under review). Becoming an Ovambo adult: Growing into prosocial agency in Africa.

72. Osei-Tutu, A., Salvador, C. E., Thalmayer, A. G., Ishii, K., Wang, E., Naudé, L., Suo T., Shino, E. N., Rossmair, A., Asatsa, S., & Thomas, C., & Kitayama, S. (Submitted, Under review). Emotional dynamics in Sub-Saharan Africa: Self-promotive interdependence in action.

OTHER RESEARCH OUTPUT (REPORTS, CHAPTERS, BOOKS, EDITORIALS)

1. Naudé, L., Heyns, P. M., & Wessels, S. I. (2001). Mental health systems in South Africa. In E. C. van Niekerk & A. Prins (Eds.), *Counselling in Southern Africa: A youth perspective*. Heinemann.
2. Bender, C. J., Daniels, P., Lazarus, J., Naudé, L., & Sattar, K. (2006). *Service-learning in the curriculum: A resource for higher education institutions*. Pretoria, South Africa: Higher Education Quality Committee / Council for Higher Education.
3. Naudé, L. (2008). Service-Learning in Psychology (UFS). In *Service-Learning in the disciplines: Lessons from the field*. Pretoria, South Africa: Higher Education Quality Committee / Council for Higher Education.
4. Naudé, L. (2009). Mental health systems in South Africa. In E. C. van Niekerk, & J. Hay (Eds.), *Handbook of youth counselling (2nd ed.)* Heinemann.
5. Naudé, L. et al. (2014). Research in the Extended Curriculum of the Faculty of the Humanities. The Academic Facilitation sessions programme, Five-year research report 2009-2013. pp. 1-268.
6. Naudé, L. (2017). Editorial: Identities in transitional societies, *Journal of Psychology in Africa*, 27(2), 101-104. <https://dx.doi.org/10.1080/14330237.2017.1303133>
7. Naudé, L. (2017). Book Review: The Oxford handbook of identity development. *Journal of Psychology in Africa*, 27(2), 209-209. <https://dx.doi.org/10.1080/14330237.2017.1303132>
8. Bringle, R. G., Reeb, R. N., Naudé, L., Ruiz, A. I., & Ong, F. (2021). *Service Learning: An Innovative Pedagogy for the Psychology Curriculum*. In J. Zumbach, D. Bernstein, S. Narciss, & G. Marsico, (Eds.), *International Handbook of Psychology Learning and Teaching*. Springer International Handbooks of Education. Springer, Cham. https://doi.org/10.1007/978-3-030-26248-8_61-1
9. Naudé, L. (2022). *Identity in Sub-Saharan Africa*. In B. G. Adams & F. J. R. van de Vijver (Eds.), *Non-Western Identity: Research and Perspectives*. Springer Book series: Identity in a Changing World. <https://doi.org/10.1007/978-3-030-77242-0>
10. Naudé, L. (2024, Accepted). Thematic analysis: Generating patterns of meaning in emerging adult research. In A. Sorgente, R. Vosylis, S. Claxton, & J. Schwab (Eds.), *Flourishing as a scholar: Research methods for the study of emerging adulthood*. Oxford University Press.

OTHER RESEARCH ACTIVITIES

International Collaborations

- 2004:** Present online module in the adult learning programme of the University Without Walls, Skidmore College, Saratoga Springs, New York State: *Playing the Power Game: An International Service-Learning Web-based Course exploring Relationships of Power and Diversity*. July to August 2004.
- 2005:** Research associate: University Without Walls, Skidmore College, Saratoga Springs, New York State, June 2005 to January 2006.
- 2006:** Present online module in the adult learning programme of the University Without Walls, Skidmore College, Saratoga Springs, New York State: *Who am I? Conversations regarding Adult Development*. January to May 2006.
- 2010:** Visiting research fellow: Cornell University, Ithaca, New York State, October to December 2010.
- 2014:** Scholarly visit: The Center for the Study of the Individual and Society, Department of Psychology, University of Minnesota, Minneapolis, Minnesota, October 2014.

- 2019:** Scholarly visit: Self & Identity Research Cluster, De Montfort University, Leicester, United Kingdom, October 2019.
- 2021:** International Collaborator: Center for Research on Personality Development, with Dr Konrad Piotrowski, Institute of Psychology, SWPS University, Poznań, Poland.
<https://english.swps.pl/research/research-centers/center-for-research-on-personality-development>

Editorial Experience

- Guest editor of a special issue in the *Journal of Psychology in Africa: "Identities in transitional societies"* (April 2017).
- Assistant Editor: *Emerging Adulthood Journal* 2018-2021.
- Associate Editor: *Emerging Adulthood Journal* 2021- .
- Editorial board: *Identity: An International Journal of Theory and Research* 2020- .
- Guest editor of special issue "Identity Interventions" in *Identity: An International Journal of Theory and Research* with Oana Negru-Subtirica and Konrad Piotrowski 2023- .

Experience as Reviewer

- Regular reviewer for international journals.
- Regular reviewer of abstracts submitted for presentation at national and international conferences.
- Regular reviewer on various promotion committees (e. g., staff members applying for promotion).
- Regular reviewer for the National Research Foundation: Grading and funding applications.
- Served on the Council of Higher Education Doctoral Review Panel (2020-2021)

Experience as Examiner / Moderator

- HPCSA Professional Board of Psychology Examiner for the National Board Examinations (Research Psychology).
- HPCSA Professional Board of Psychology Reviewer for the evaluation of Masters Programmes (Research Psychology).
- External examiner for Master's and PhD studies at various universities (More detailed list available on request).
- External examiner/moderator for modules and programmes at various universities (e. g. UCT's undergraduate and postgraduate curriculum, UKZN's third year and honours modules, UP's Master's in Counselling Psychology, UniZulu's postgraduate module in Service-learning, NWU's honours modules, UWC Master's in Research Psychology).

ACADEMIC AWARDS AND GRANTS

- 1994:** Completed Baccalaureat Degree - Cum Laude
David Jacobs Award for best third-year student in the Department of Philosophy
Student Council Honorary Award for Academics
Academic Merit Reward for 1994
- 1995:** Completed Honours Degree - Cum Laude
Deans Medal for Best Honours student in the Faculty of the Humanities
Postgraduate Honours Colours in the Faculty of the Humanities
Student Council Honorary Award for Academics
Centre for Research Development - Bursary for further studies
Academic Merit Reward for 1995

- 1997:** Completed Master's Degree - Cum Laude
Deans Medal for the best Master's student in the Faculty of the Humanities
PPS Award for Best Master's Student in the Department of Psychology
George Roux Trophy for the most outstanding Intern Psychologist at UNIBS
Student Council Honorary Award for Academics
- 2003:** Adult Higher Education Alliance International Graduate Student Award
- 2004:** Adult Higher Education Alliance International Graduate Student Award
- 2007:** NRF Grant: Thuthuka – Researchers in Training (R55 500)
- 2008:** NRF Grant: Thuthuka – Researchers in Training (R55 500)
- 2009:** NRF Grant: Thuthuka – Women in Research (R44 000)
Faculty of the Humanities Award for Teaching (awarded at the annual Faculty forum)
Faculty of the Humanities Award for Research (awarded at the annual Faculty forum)
Institutional Award: Best Presentation at the Annual Prestige Forum for Teaching and Learning
- 2010:** NRF Grant: Thuthuka – Women in Research (R106 000)
- 2011:** Institutional Award: Excellence in Service-Learning, Annual Prestige Forum for Teaching and Learning
Faculty of the Humanities Award for Excellence in Teaching-Learning
- 2013:** Vice-Rector's Award for Research in Service-learning
- 2014:** NRF Y2 rating with Incentive funding for Rated Researchers 2014-2019
- 2020:** NRF C2 rating with Incentive funding for Rated Researchers 2020-
- 2022:** Vice Rector's Interdisciplinary Research Grant, UFS (R65 000)
UFS Directorate for Community Engagement: Award for Long Service in the field of Community Engagement.
- 2023:** Vice Rector's Interdisciplinary Research Grant, UFS (R150 000).
NRF grant in the Competitive Programme for Rated Researchers award programme, 2023-2025

ENGAGED SCHOLARSHIP AND PROFESSIONAL AFFILIATIONS

Health Professions Council

Counselling Psychologist (1997-)
Research Psychologist (2020-)

PsySSA

Member (1996 – 2003, 2008-2010)
Department of Psychology Representative (1998–1999)
Secretary of Free State Executive Committee (2000–2001)

Society for the Study of Emerging Adulthood

Member (2014-)

Chairperson Society for the Study of Emerging Adulthood Membership Committee 2020-2021

Member of the Society for the Study of Emerging Adulthood Conference Organising Committee 2021

Member of the Society for the Study of Emerging Adulthood Conference Organising Committee 2024/5

Member of the Society for the Study of Emerging Adulthood Membership Committee 2024-

Governing Council, Society for the Study of Emerging Adulthood (2023-2027)

International Society for Research on Identity

Member (2017-)

Programme committee, International Society for Research on Identity (2023-2024)

SA Community Engagement Higher Education Forum Free State representative (2014-2015)

Community Higher Education Service Partnerships (CHESP) Consulting group (2005-2007)

CONTINUOUS PROFESSIONAL DEVELOPMENT

I have completed various professional development activities focusing primarily on:

- Continuous professional development as a psychologist registered at the HPCSA (e.g., ethics workshops).
- Teaching and learning practice (e.g., assessor training, developing learning guides, recognition of prior learning).
- Research (postgraduate supervision, StatsCamps, R, SPSS, ATLAS training, Article writing workshops, Grant application workshop).

(More detailed information available on request.)

I declare that the above-mentioned information is complete and accurate.



Luzelle Naudé

October 2024

DATE